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ABSTRACT

One of a series of Parallel Alternative Strategies for Students (PASS) packages developed to provide Florida teachers with modified appproaches for presenting content courses to mainstreamed exceptional students, this guide was designed as a supplementary text and workbook for a high school English course. The guide is divided into six units of study: Spelling, Vocabulary, Literature, Oral Communication, The Writing Process, and Reading Comprehension. Each unit contains a teacher's guide with the objectives addressed within the unit listed at the beginning, as well as a section which lists various approaches and activities for presenting the unit content to the students. In addition, the spelling and vocabulary units contain the eighth and eleventh grade state Student Assessment Minimum Lists for Spelling and Reading. The student materials in each unit include student study sheets and learning activities, which may be reproduced for the students' use. Each learning activity has a numbered objective in the left-hand corner which is referenced to the objective listed in the teacher's guide in each unit. Answer keys are located in the appendix. This PASS has been correlated to the intended outcomes adopted by the State Board of Education for the English Skills I course and the state-suggested student performance standards. The correlation chart is found in the appendix. (ARH)

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English Skills I

Course No. 1001300

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Parallel Alternative Strategies for Students

June 1986

CS211236

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
Affirmative action/equal
opportunity employer

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This manual is one of a series of publications designed to assist Florida school districts in the provision of special programs for exceptional students. For additional copies of this manual, or for a complete listing of available publications, contact the FDLRS Clearinghouse/Information Center, Bureau of Education for Exceptional Students, Division of Public Schools, Florida Department of Education, Knott Building, Tallahassee, Florida 32301 (telephone: 904/488-1879; SunCom: 278-1879; SpecialNet: BEESPS).

English Skills I

Course No. 1001300

Parallel Alternative Strategies for Students

Bureau of Education for Exceptional Students

State of Florida
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Tallahassee, Florida
Ralph D. Turlington, Commissioner
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This publication was developed by Leon County Schools through the Special Project, "Improvement of Secondary Curriculum for Exceptional Students," funded by the State of Florida, Department of Education, Division of Public Schools, Bureau of Education for Exceptional Students, under Federal Assistance for the Education of the Handicapped (P.L. 91-230, EHA, Part B, as amended by P.L. 93-380 and P.L. 94-142).

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1986

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FOREWORD

Parallel Alternative Strategies for Students (PASS) is a content-centered package of alternative methods and materials designed to assist secondary teachers to meet the needs of students of various achievement levels in the basic education content courses. Each PASS offers teachers supplementary activities and strategies to assist certain exceptional students and low achieving students in the attainment of the intended outcomes of a specific course.

The alternative methods and activities found in the PASS materials have been adapted to meet the needs of specific learning disabled and emotionally handicapped students mainstreamed in content classes. The PASS materials provide basic education teachers with a modified approach for presenting the course content that may be useful with mainstreamed exceptional students and other students with learning or behavior problems in their classrooms. The PASS materials also provide the exceptional education teacher, teaching subject area courses, with curriculum materials designed for these exceptional students.

The initial work on PASS materials was done in Florida through Project IMPRESS, an EHA VI-B project funded to Leon County from 1981-1984. Four sets of modified content materials called Parallel Alternate Curriculum (PAC) were disseminated as parts 2-5 of Resource Manual, Volume V-F: An Interactive Model Program for Exceptional Secondary Students (IMPRESS). Project IMPRESS patterned the PACs after the curriculum materials developed at the Child Service Demonstration Center at Arizona State University in cooperation with Mesa, Arizona Public Schools.

This is one of a series of PASS packages which was developed by teams of regular and special educators from Florida school districts who volunteered to participate in the EHA VI-B Special Project, Improvement of Secondary Curriculum for Exceptional Students. This project was funded by the Florida State Department of Education, Bureau of Education for Exceptional Students to Leon County Schools for the 1984-1986 school years. Basic education subject area teachers and exceptional education teachers worked cooperatively to write, pilot, review and validate these curriculum packages for the selected courses.

Neither the content nor the activities are intended to be a comprehensive presentation of any course. These PASS materials are designed to supplement the textbooks and other instructional materials and should not be used alone. Instead, they should serve as a stimulus for the teacher's own creativity to design alternative strategies for teaching the student performance standards to the mastery level to the diverse population in a high school class.

As supplementary material to augment the curriculum for exceptional students and other low achieving students, PASS may be utilized in a variety of ways. For example, some infusion strategies for incorporating this text into the existing program are as follows:

1. alternate resource to the basic text
2. pre-teaching tool (advance organizer)
3. post-teaching tool (review)
4. alternate homework assignment
5. alternate reading assignment
6. alternate to a book report
7. extra credit
8. make-up work
9. outside assignment--individual contract
10. self-help modules
11. individual activity for drill and practice
12. general resource material for small or large groups

The content in PASS differs from the standard textbooks and workbooks in several ways: simplified text, reduced vocabulary level, increased frequency of drill and practice, shorter reading assignments, more clear and concise directions, less cluttered format and the presentation of skills in small, sequential steps.

Students with learning or behavior problems often require alternative methods of presenting and evaluating important content. The PASS is an attempt to provide some of the modifications necessary for students with special needs to have successful classroom experiences.

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USER'S GUIDE

The English Skills I Parallel Alternative Strategies for Students (PASS) is designed as a supplementary text and workbook for course number 1001360 and is divided into six units of study: Spelling, Vocabulary, Literature, Oral Communication, The Writing Process, and Reading Comprehension. Each unit contains a teacher's guide with the objectives addressed within the unit listed at the beginning. The teacher's guide also contains a section called, "Suggested Instructional Strategies", which lists various approaches and activities for presenting the unit content to the students. In addition, the Spelling and Vocabulary units contain the eighth and eleventh grade State Assessment Minimum Lists for Spelling and Reading, respectively. Additional strategies for teaching spelling are located in the Appendix.

The student materials in each unit include Student Study Sheets and Learning Activities, which may be reproduced for the students' use. The Student Study Sheets present instruction of selected skills. For example, Unit V contains Student Study Sheets for Rules of Capitalization and Dividing Words into Syllables. It cannot be assumed that students will learn the content from the handouts alone. The presentation should be accompanied by an oral introduction and discussion of the skills described on the Student Study Sheets.

Learning Activities are best used for drill and practice or review to reinforce the unit objectives and the student performance standards. This modified text presents only a limited sample of learning activities. Teachers using these supplemental materials will want to provide a variety of opportunities to stimulate the students' interest and develop higher levels of cognition. The classroom experiences will be further enriched with the inclusion of audio-visual aids and opportunities for both oral and written creative expression in conjunction with Units III, IV, and V.

Each Learning Activity has a numbered objective in the left-hand corner which is referenced to the objectives listed in the teacher's guide in each unit. Answer Keys are located in the appendix. The Learning Activities were designed to be sufficiently general and adaptable enough to accompany any English textbook.

This PASS has been correlated to the intended outcomes adopted by the State Board of Education for the English Skills I course and the state-suggested student performance standards. The correlation chart is found in the appendix. Forty-seven of the fifty-six student performance standards have been covered. Other resources must be used to teach standards not presented in this text.

No one text can adequately meet all the needs of all the students. This PASS is no exception. The teacher-developed materials contained herein coupled with other carefully selected resources, effective teaching strategies, and the teacher's professional judgment should provide a good foundation for teaching the English Skills I course to exceptional students.

UNIT I

SPELLING

OBJECTIVE

1.0 Demonstrate knowledge of basic spelling as determined by specific word lists.

The student will be able to:

- 1.1 Demonstrate the correct spelling of words on a local or state spelling list
- 1.2 identify commonly misspelled words
- 1.3 demonstrate a knowledge of the spelling of words on a local or state vocabulary list

INTRODUCTION

It may be beneficial to some students to separate the spelling activities from vocabulary activities. The comprehension of the word may not be essential to the spelling skill. On the other hand, vocabulary lessons which cover definition, part of speech, use of the word in a sentence, synonyms, and antonyms of the spelling word may aid some students' memory.

Learning activities found in this unit are written only for the fifteen words listed below which were taken from the State Student Assessment Test (SSAT). The purpose is to give examples of a variety of activities which may be adapted to any word list.

1. balcony
2. elevator
3. tremendous
4. hesitate
5. substitute
6. reference
7. relief
8. propel
9. occupy
10. maintain
11. attract
12. explanation
13. knight
14. hangar
15. residence

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Have the students pronounce the words and discuss the definitions so that they understand the meaning of the words they are to spell.

2. Discuss the spelling of words that are commonly misspelled, such as: sophomore, dumb, and weird.

3. Pretest spelling words by dividing the list into thirds and testing each third on a specified day of the week, or suggest that students break the list into small segments for study purposes.

4. Ask questions that focus the students' attention on troublesome spots. (See Learning Activity, p. 16.)

5. Provide a variety of worksheet activities for drill and practice. For example:

   a. find and circle the spelling words in a list of words (Learning Activity p. 15).
   b. write letters of the words in word block configuration like $\boxed{b}\boxed{o}\boxed{y}$ (Learning Activity p. 20).
   c. fill in the missing letters, such as b̲ a l c̲ o n̲ y (Learning Activity p. 17).
   d. use word search or word find (Learning Activity p. 19).
   e. select correct spelling from several choices such as, balcony, ballcony, balcany, bolcany (Learning Activity p. 18).
   f. scramble the spelling words (Learning Activity p. 14).

6. Limit the amount of words to only ten or fifteen per week.

7. Encourage peer teaching with flash cards.

8. Given a fifteen-word spelling test, have students circle ten of the words that they want to be graded as their test.

9. Students can practice spelling words by writing them five times each on paper, by air writing so they will sense the motion of the word, or by writing them on the board while blindfolded forcing them to visualize the word.

10. At the beginning of a grading term, provide a list of spelling words for that grading term, thus giving the student with slower learning methods more time with each week's words.

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10. At the beginning of a grading term, provide a list of spelling words for that grading term, thus giving the student with slower learning methods more time with each week's words.

FLORIDA DEPARTMENT OF EDUCATION
FLORIDA LISTS FOR ASSESSMENT OF SPELLING
FOR GRADES 8 AND 11
(June, 1980)

1. What are the Florida Lists for Assessment of Spelling?

   They are lists of words which are being taught through instructional materials in the state of Florida.

2. What is the rationale behind the spelling lists?

   Students should be assessed on words they are already being taught through the use of basal spellers and readers, instructional materials and activities which integrate reading, vocabulary study, spelling, writing and usage.

3. What is the purpose of the lists?

   The spelling lists inform districts of the core set of words on which students may be assessed. They represent a minimal number of words for assessment purposes at grades three, five, eight, and eleven. The lists do not reflect all of the words needed by individual students in their writing activities nor higher educational competencies that individual school districts expect of most students.

4. Who identified the criteria for selecting words for the lists?

   In August, 1979, a committee of language arts supervisors, teachers, and Department of Education consultants recommended criteria for determining the words to be utilized in measuring spelling skills. These criteria were considered by Department of Education representatives from the Bureau of Curriculum Services and Program Support Services in a meeting on October 10, 1979, and approved with modifications.

5. What are the criteria for selecting words for the lists?

   a. Words are those which are common to the adopted spelling textbooks in use in Florida.

   b. The levels of the words are as follows:

(1) 3rd grade assessment--from grade 1 spelling textbooks.
(2) 5th grade assessment--from grades 2 and 3 spelling textbooks
(3) 8th grade assessment--from grades 4 and 5 spelling textbooks
(4) 11th grade assessment--from grades 6 and 7 spelling textbooks

c. The words appear on the McGraw-Hill Educational Development Laboratories (EDL/McGraw-Hill) Revised Reading Core Vocabulary which is based on the appearance of words in nine basal reading series and the additional resources listed below.

A Basic Vocabulary of Elementary School Children, by Henry D. Rinsland

The Teacher's Word Book of 30,000 Words, by Edward L. Thorndike and Irving Lorge.

The EDL placement levels of the words occur prior to the grade level when assessed in spelling.

The words on the lists have the following EDL placement level ranges:

3rd grade - grades P-2
5th grade - grades P-4
8th grade - grades 1-6
11th grade - grades 3-9

Generally, the words selected have been introduced in reading several grades earlier than when mastery in spelling is required. One of the reasons for the variations between reading grade placement and spelling grade placement in a basal series is the concern with word structure and form used in teaching spelling, rather than concentration on word meaning in context.

Both practice and research demonstrate that in order to learn to spell, it is not necessary for children to learn the meaning of the majority of their spelling words. However, the criteria used in the development of the Florida Lists for Assessment of Spelling first identify words from adopted spelling series, and further, EDL substantiates that these words are, in fact, those with which students have become familiar through reading material and writing.

d. Spelling words required by skill number 56 (spelling of months, days, and selected numbers) will not be included on the printed lists, since the words are clearly identified by the skill.

e. The writing standards require instruction in forming inflected and derived forms of words (skills 2, 3, 4, 7, 8, 10, 11, 61, 66, and 69). Students are expected to spell both inflected and derived forms of the words appropriate for the level of assessment.

f. Words to be utilized when assessing students on skills 59-61 may be drawn from any of the spelling lists (including inflected and derived forms).

Objective 1.3

Florida Department of Education
Student Assessment Minimal List for Spelling

Grade 08

afraid
aid
already
among
answer
apron
bacon
banana
bare
basement
beauty
beg
between
blanket
blood
bloom
booth
breath
breeze
cabin
calm
calves
careless
center
cheese
chew
chicken
chief
choose
choice
circle
circus
coach
coast
company
cookies
cottage
country
county
cousin
damage
death
destroy
discover
dislike
dividing
doctor
double
doubt
dozen
draw
drew
either
enemy
engine
evening
event
explore
farther
field
football
forest
fresh
frozen
fruit
geography
giant
habit
harvest
haul
health
heavy
helmet
hero
huge
husband
important
inches
include
instead
jacket
jelly
join
juice
kitchen
kneel
knives
language
let's
level
lily
listen
locate
lose
lumber
marble
market
message
minute
month
mountain
nation
nature
nickel
notice
ocean
office
orbit
oven
package
patch
peace
peaceful
perhaps
picnic
picture
plain
plane
planet
pocket
poem
potato
prepare
prevent
pupil
ranch
range
recover
remain
remark
remember
repair
report
return
rifle
roar
robin
rule
sailor
scout
season
sentence
settle
shape
sign
since
slept
slice
slight
soil
spare
speech
split
square
stage
stall
station
steal
stout
sugar
sunshine
supply
teeth
though
thousand
thread
through
ton
tooth
torch
trouble
turkey
unit
vacation
valley
village
visitor
vote
voyage
wasn't
waste
we're
weren't
wheat
wife
worm
worry
worst
worth
young

190 TOTAL WORDS FOR GRADE 08

NOTE: SKILL NUMBER 56 REQUIRES EIGHTH GRADERS TO SPELL THE DAYS OF THE WEEK, THE MONTHS OF THE YEAR AND THE NUMBERS OF ONE THROUGH ONE HUNDRED TWENTY-ONE.

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Florida Department of Education
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Grade 08

afraid
aid
already
among
answer
apron
bacon
banana
bare
basement
beauty
beg
between
blanket
blood
bloom
booth
breath
breeze
cabin
calm
calves
careless
center
cheese
chew
chicken
chief
choose
choice
circle
circus
coach
coast
company
cookies
cottage
country
county
cousin
damage
death
destroy
discover
dislike
dividing
doctor
double
doubt
dozen
draw
drew
either
enemy
engine
evening
event
explore
farther
field
football
forest
fresh
frozen
fruit
geography
giant
habit
harvest
haul
health
heavy
helmet
hero
huge
husband
important
inches
include
instead
jacket
jelly
join
juice
kitchen
kneel
knives
language
let's
level
lily
listen
locate
lose
lumber
marble
market
message
minute
month
mountain
nation
nature
nickel
notice
ocean
office
orbit
oven
package
patch
peace
peaceful
perhaps
picnic
picture
plain
plane
planet
pocket
poem
potato
prepare
prevent
pupil
ranch
range
recover
remain
remark
remember
repair
report
return
rifle
roar
robin
rule
sailor
scout
season
sentence
settle
shape
sign
since
slept
slice
slight
soil
spare
speech
split
square
stage
stall
station
steal
stout
sugar
sunshine
supply
teeth
though
thousand
thread
through
ton
tooth
torch
trouble
turkey
unit
vacation
valley
village
visitor
vote
voyage
wasn't
waste
we're
weren't
wheat
wife
worm
worry
worst
worth
young

190 TOTAL WORDS FOR GRADE 08

NOTE: SKILL NUMBER 56 REQUIRES EIGHTH GRADERS TO SPELL THE DAYS OF THE WEEK, THE MONTHS OF THE YEAR AND THE NUMBERS OF ONE THROUGH ONE HUNDRED TWENTY-ONE.

Objective 1.3

Florida Department of Education
Student Assessment Minimal List for Spelling

Grade 11

absolute
absorb
action
actor
adapt
adventure
advice
advise
agent
agriculture
aisle
alter
amaze
anchor
angel
article
attic
attract
audience
balance
balcony
barrel
basin
brief
bury
business
cancel
cartoon
cautious
celebrate
certain
certificate
circular
citizen
civil
combine
commerce
compare
compete
complain
conclusion
conduct
confusion
continent
continue
conversation
convince
corporal
costume
council
counsel
cruel
current
dangerous
dentist
dependence
despair
diagram
dial
diet
difference
director
dismissal
division
duel
earnest
earthquake
ease
edit
electricity
element
elevator
engineer
envy
error
estimate
examination
example
exceed
excellent
exception
explanation
faucet
favorite
federal
firm
fortunate
fortune
freight
funnel
general
glide
governor
grace
grammar
grief
guest
guilty
hangar
hemisphere
hesitate
honor
human
humor
idol
ignorance
image
inquire
journey
kindergarten
knight

224 TOTAL WORDS FOR GRADE 11

NOTE: SKILL NUMBERS 56 REQUIRES ELEVENTH GRADERS TO SPELL THE DAYS OF THE WEEK, THE MONTHS OF THE YEAR AND THE NUMBERS ONE THROUGH ONE HUNDRED TWENTY-ONE.

Objective 1.3

Florida Department of Education
Student Assessment Minimal List for Spelling

Grade 11

local
machine
maintain
manufacture
mechanic
medium
melody
merchant
method
minor
museum
nephew
nervous
normal
notify
occupy
operate
ounce
panel
pardon
particular
patience
pearl
peer
performance
period
photograph
phrase
pier
pilot
plaster
pleasure
pliers
poise
policy
politics
postpone
prefer
preserve
prevail
proceed
process
produce
project
propel
protection
pursue
qualify
quality
quantity
quiet
quote
radiator
rebel
reduce
reference
regular
relief
remedy
rescue
residence
rival
rough
satisfy
scene
scenery
scheme
scholar
science
scientific
sculptor
senate
senator
servant
sheriff
shield
simplicity
sincere
singular
smooth
soldier
source
sponge
stadium
standard
straight
stretch
substitute
tackle
tad
telegraph
temperature
throughout
tractor
tremendous
trial
umpire
vacant
vague
valuable
vapor
venture
victory
view
vigor
violin
vital
volcano
weight
whatever
wrench
yolk

Objective 1.2

COMMONLY MISSPELLED WORDS

(This list is included for reference)

abbreviate
accidentally
achievement
across
address
all right
altogether
always
amateur
analyze
anonymous
answer
apologize
appearance
appreciate
appropriate
argument
arrangement
associate
awkward
balance
bargain
beginning
believe
bicycle
bookkeeper
bulletin
bureau
business
cafeteria
calendar
campaign
candidate
certain
changeable
characteristic
column
committee
courageous
courteous
criticize
curiosity
cylinder
dealt
decision
definitely
despair
desperate
dictionary
dependent
description
desirable
different
disagree
disappear
disappoint
discipline
dissatisfied
efficient
eighth
eligible
eliminate
embarrass
emphasize
environment
enthusiastic
equipped
especially
exaggerate
excellent
exhaust
expense
experience
familiar
fascinating
February
financial
foreign
fourth
fragile
generally
government
grammar
guarantee
guard
gymnasium
handkerchief
height
humorous
imaginary
immediately
incredible
influence
intelligence
interesting
knowledge
laboratory
lightning
literature
loneliness
maintenance
marriage
mathematics
medicine
minimum
mischievous
missile
misspell
mortgage
municipal
necessary
nickel
ninety
noticeable
nuclear
nuisance
obstacle
occasionally
occur
opinion
opportunity
original
outrageous
parallel
particularly
permanent
permissible
persuade
picnicking
pleasant
pneumonia
politics
possess
possibility
practice
prejudice
preparation
privilege
probably
professor
pronunciation
propeller
psychology
quantity
realize
recognize
recommend
reference
referred
rehearse
repetition
representative
restaurant
rhythm
ridiculous
sandwich
schedule
scissors
secretary
separate
sergeant
similar
sincerely
sophomore
souvenir
specifically
strategy
strictly
success
surprise
syllable
sympathy
symptom
temperament
temperature
throughout
through
together
tomorrow
traffic
tragedy
transferred
truly
Tuesday
twelfth
undoubtedly
unnecessary
vacuum
vicinity
village
weird
writing

Objective 1.1

DIRECTIONS: Use the list of spelling words on the left to unscramble the words on the right. Make sure that all the letters in the scrambled word are in the unscrambled word.

balcony
elevator
tremendous
hesitate
substitute
reference
relief
propel
occupy
maintain
attract
explanation
knight
hangar
residence

1. denertusom ________________
2. nerecefer ________________
3. reoppl ________________
4. tactrat ________________
5. nhkigt ________________
6. seniredce ________________
7. coynabl ________________
8. yucpoc ________________
9. tapelxinoan ________________
10. sateetih ________________
11. rahgna ________________
12. ratelveo ________________
13. rifeel ________________
14. naaimtin ________________
15. butitusets ________________

DIRECTIONS: Circle this week's spelling words, as the teacher says them.

1. qualify
2. knight
3. confusion
4. balcony
5. satisfy
6. aisle
7. explanation
8. pliers
9. humor
10. diet
11. prefer
12. dependence
13. attract
14. engineer
15. singular
16. phrase
17. governor
18. occupy
19. fortune
20. elevator
21. maintain
22. process
23. hesitate
24. sponge
25. tremendous
26. volcano
27. reference
28. stretch
29. federal
30. museum
31. costume
32. substitute
33. servant
34. residence
35. citizen
36. sheriff
37. rough
38. propel
39. hangar
40. angle
41. relief
42. business
43. victory
44. cautious
45. cruel

Objective 1.1

DIRECTIONS: Answer the following questions about the list of words below.

1. balcony
2. elevator
3. tremendous
4. hesitate
5. substitute
6. reference
7. relief
8. propel
9. occupy
10. maintain
11. attract
12. explanation
13. knight
14. hangar
15. residence

1. Does the second word end in -ar, -er, -ir or -or?
   ____

2. Write three short words found in the fourth word.
   _______________ _______________ _______________

3. Are the endings of the sixth and fifteenth words the same? ____________________

4. What silent letter is in the thirteenth word? _______

5. Does the fourteenth word end in -ar, -er, -ir, or -or?
   ____

6. Which two words have double letters? ________________
   ____

7. Which words have three t's? ____________________
   ____

8. In which two words is there a "z" sound spelled with an "s"? ____________________ ____________________

9. Does the seventh word have an "ie " or "ei" spelling?
   ____

10. Is the eighth word spelled with an "el" or "le" ending?
    ____

11. Is the spelling of the end of the third word "us" or "ous"? ____________________

Objective 1.1

DIRECTIONS: Fill in the blanks using the spelling words.

1. b a __ c o __ y
2. __ l __ v a t __ r
3. t r __ m __ n d __ u s
4. h __ s __ t a t __
5. s u b __ t __ t u t e
6. r e f __ r __ n c e
7. r e l __ __ f
8. p r o p __ __
9. o c __ u __ y
10. m __ __ n t __ __ n
11. __ t t r __ c __
12. e x p l __ n a t i o n
13. __ n i __ __ t
14. h a n g __ r
15. r e __ __ d __ n c e

Objective 1.1

DIRECTIONS: Circle the correct spelling of the word in each line.

1.	balcany	balceny	balcony
2.	elevater	elivator	elevator
3.	tremendous	tremendus	trimendus
4.	hezitate	hesatate	hesitate
5.	substitoot	substitute	substatute
6.	referance	refirence	reference
7.	relief	releif	releef
8.	porpel	propel	prople
9.	ocupy	occuppy	occupy
10.	maintane	maintain	manetane
11.	attrack	atract	attract
12.	explination	explanation	explanasion
13.	knight	kight	knite
14.	hangor	hangir	hangar
15.	residance	residence	rezidence

UNIT I SPELLING **Learning Activity**

Objective 1.1

DIRECTIONS: Find and circle each spelling word listed below in the word search.

e	s	i	q	e	u	y	a	l	n	t	k	a	f	r	v	y	b	s	t
q	r	y	n	x	h	a	q	j	w	h	f	p	e	d	f	c	k	c	r
o	c	c	u	p	y	t	g	r	a	g	t	c	h	e	h	i	s	w	e
m	b	u	j	l	c	t	v	k	e	q	z	o	i	g	a	v	u	j	m
r	l	k	m	a	f	r	p	t	u	f	m	l	r	b	n	n	b	u	e
d	h	h	p	n	o	a	r	a	l	i	e	u	x	q	g	p	s	j	n
z	s	e	b	a	l	c	o	n	y	r	x	r	k	m	a	z	t	y	d
f	j	v	s	t	d	t	p	r	j	u	g	t	e	s	r	d	i	n	o
b	o	c	n	i	g	x	e	h	a	v	n	w	x	n	p	s	t	w	u
w	l	m	r	o	t	e	l	e	v	a	t	o	r	y	c	z	u	a	s
s	m	a	i	n	t	a	i	n	l	e	c	k	b	r	s	e	t	u	g
k	a	x	p	d	i	v	t	s	k	n	i	g	h	t	a	e	e	w	f
m	v	r	n	f	o	l	z	e	b	m	z	y	i	w	k	t	j	z	i
g	c	o	l	y	m	r	e	s	i	d	e	n	c	e	l	e	i	b	h

balcony
elevator
tremendous
hesitate
substitute

reference
relief
propel
occupy
maintain

attract
explanation
knight
hangar
residence

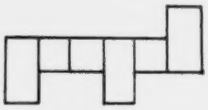
Objective 1.1

DIRECTIONS: Write each spelling word in its correctly shaped word block.

balcony
elevator
tremendous
hesitate
substitute

reference
relief
propel
occupy
maintain

attract
explanation
knight
hangar
residence

1.


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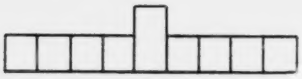

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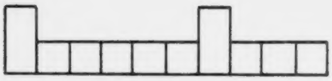

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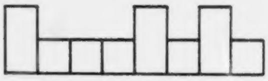

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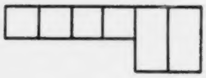

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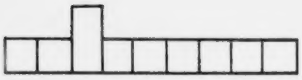

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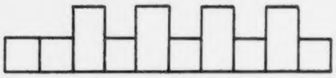

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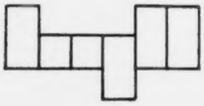

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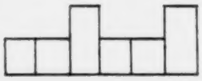

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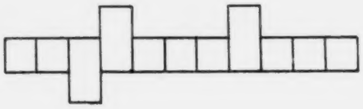

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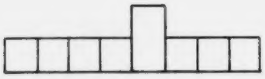

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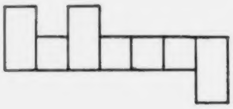

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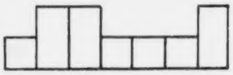

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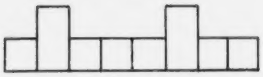

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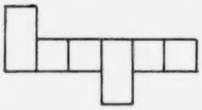

Objective 1.1

DIRECTIONS: Write the spelling words below in alphabetical order. As you write the words, cross out the letters you use from the grid.

balcony
elevator
tremendous
hesitate
substitute
reference
relief
propel
occupy
maintain
attract
explanation
knight
hangar
residence

1.	____________	a	c	e	f	i	n	p	s	t
2.	____________	a	c	e	f	i	n	p	s	t
3.	____________	a	c	e	g	k	n	p	s	t
4.	____________	a	c	e	g	l	n	p	s	t
5.	____________	a	c	e	h	l	n	r	s	t
6.	____________	a	c	e	h	l	n	r	t	u
7.	____________	a	d	e	h	l	n	r	t	u
8.	____________	a	d	e	i	l	o	r	t	u
9.	____________	a	e	e	i	m	o	r	t	u
10.	____________	a	e	e	i	m	o	r	t	v
11.	____________	a	e	e	i	n	o	r	t	x
12.	____________	b	e	e	i	n	o	r	t	y
13.	____________	b	e	e	i	n	o	r	t	y
14.	____________	b	e	e	i	n	o	r	t	y
15.	____________	b	e	e	i	n	o	r	t	y

Objective 1.1

DIRECTIONS: Using the code on the left, decode the spelling words.

c = a
d = b
e = c
f = d
g = e
h = f
i = g
j = h
k = i
l = j
m = k
n = l
o = m
p = n
q = o
r = p
s = q
t = r
u = s
v = t
w = u
x = v
y = w
z = x
a = y
b = z

1. tghgtgpeg ______________________
2. vtgogpfqwu ______________________
3. gzrncpcvkqp ______________________
4. qeewra ______________________
5. tgukfgpeg ______________________
6. mpkijv ______________________
7. gngxcvqt ______________________
8. rtqrgn ______________________
9. jgukvcvg ______________________
10. ockpvckp ______________________
11. dcneqpa ______________________
12. tgnkgh ______________________
13. jcpict ______________________
14. cvvtcev ______________________
15. uwduvkvwvg ______________________

UNIT II

VOCABULARY

OBJECTIVE

2.0 Demonstrate knowledge of basic vocabulary as determined by specific word lists.

The student should be able to:

2.1 recognize root or base words.

2.2 recognize prefixes and suffixes and their meanings.

2.3 decode compound words.

2.4 divide words into syllables.

2.5 associate words with the same or opposite meanings.

2.6 associate words with denotative and connotative meanings.

2.7 determine word meanings using specific context clues.

2.8 recognize the correct spelling and form for plurals and possessives.

2.9 distinguish between and among meanings of homonyms.

2.10 complete analogies.

2.11 demonstrate a knowledge of words on the State Assessment Minimal List for Reading.

INTRODUCTION

Seemingly obvious words may present a communication problem to the students with learning disabilities because these learning disabilities are often manifested in language problems. Therefore, it is important to be aware of the students' comprehension of the vocabulary. Clarification of terms may begin with questioning the students' understanding of the basic concepts.

Structuring activities so that students move from the concrete to abstract, from the known to the unknown in a familiar format may provide the structure needed for success. In this way, the students are familiar with the format and are able to focus their attention on the lesson objective. The "how" is familiar and the "what" may be emphasized.

The teacher should ascertain that the students understand the meaning of the words in the context. Students occasionally understand the meaning of a word in one context and cannot relate another meaning of that word in a different context.

Context clues come in several forms: comparisons, contrasts, synonyms, antonyms, definitions, and examples. Students can be taught that there are "keys" or clues surrounding unfamiliar terms that will help them determine meanings.

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Use visual and auditory explanations.

2. Use the same vocabulary for teaching different skills. Repetition may enable the student to comprehend the vocabulary more easily.

3. Frequent checking and feedback may help to redirect a student before failure or frustration occurs.

4. Write sentences on a transparency and have students change underlined words to synonyms or antonyms. See how some words are better used in a given situation than others.

   Example: My girlfriend jilted me.
   sweetheart rejected

5. Rewrite paragraphs with selected words changed to synonyms or antonyms. Read the new version to the class, and compare the two.

6. Given a series of adjectives, students will fill in the blanks with appropriate synonyms.

Example:
little boy
small child
tiny baby
wee bit
minute quantity

7. Put a list of unfamiliar words on the board. Pronounce the words and ask if anyone knows the meanings. Write definitions on the board as the students give the meanings.

8. Read sentences containing the unfamiliar vocabulary words. As each sentence is read, have students tell what they think each word means by its use in the sentence.

Objective 2.11

Florida Department of Education
Student Assessment Minimal List for Reading

Grade 08

abandoned
ability
absorbed
accent
accept
accident
accompany
according
account
achieve
acre
adapted
admire
admit
adopt
advance
advantage
advice
affect
afford
agent
agree
agriculture
aid
alcohol
alphabet
altitude
aluminum
amount
ancestors
anchor
ancient
anger
angle
anxious
appeal
approach
area
arithmetic
art
article
ashes
astronaut
atmosphere
attached
attempt
attend
attract
audience
automatic
avenue
avoid
aware
awkward
bacon
bacteria
balance
bamboo
bare
battery
battle
bay
beam
beef
behavior
beneath
benefit
bet
bid
bike
bitter
blame
blank
blend
bloom
bob
border
bore
boss
bound
brain
brake
brass
breathe
brilliant
broad
broom
burden
burst
bury
cactus
camel
canal
cane
canvas
canyon
capital
cargo
carriage
cast
castle
ceiling
cell
cement
century
challenge
chamber
champion
channel
chapter
character
charm
chart
cheap
check
chemical
choice
citizen
civil
claim
claws
clay
clerk
climate
clover
clue
code
coin
collar
collect
college
colonel
colony
column
comfort
command
committee
community
companion
compare
compass
concern
concrete
condition
cone
confidence
confused
congress
connect
conquered
consent
consider
construct
contain
continent
control
convenient
convention
conversation
convinced
coral
cord
cottage
cotton
council
county
couple
court
craft
crazy
creature
credit
crew
crime
crop
crude

Objective 2.11

Florida Department of Education
Student Assessment Minimal List for Reading

Grade 08

cruel
crust
crystal
current
curve
custom
daily
dairy
dam
damage
date
deal
death
debt
declare
decorated
deed
defeat
defend
degree
delay
delicate
deliver
demand
dense
deny
describe
design
desire
destroy
detail
detective
determine
develop
device
dew
dictionary
difficult
dim
dinosaur
direct
discuss
disease
distant
district
dock
dot
double
doubt
dozen
dragon
drill
due
duke
dull
duty
ease
echo
editor
education
effect
effort
elect
electric
encouraged
enemy
enormous
entire
entrance
equal
equipment
especially
establish
evidence
evil
examine
excellent
exchange
expedition
expensive
experience
experiment
expert
explore
explosion
express
extend
fact
factory
faith
fame
familiar
fare
fashion
favor
female
fertile
fever
fibers
figure
file
final
firm
fist
fleet
flesh
flight
flock
flood
folk
fond
foreign
fork
fort
fought
fountain
fraction
freight
frontier
frost
fuel
furnace
furnish
furniture
further
future
gain
gallons
gang
garbage
gasoline
gear
general
generation
geography
ghost
glaciers
globe
glory
glow
glue
goal
God
government
governor
grace
grade
gradually
grand
grant
grapes
grasp
grave
gravel
grazing
greet
guest
guitar
gum
habit
handkerchief
handsome
harvest
hatch
health
height
helicopter
helmet
hind
hire
hobby
holy
honest
horizon
hotel
human

Objective 2.11

Florida Department of Education
Student Assessment Minimal List for Reading

Grade 08

humor
hunger
hurricane
hut
immediate
include
increase
independence
index
ink
insist
instant
instructions
instrument
intelligent
interrupted
intervals
introduce
invent
jacket
jaws
journal
jungle
kettle
kid
knee
knot
labor
laboratory
lack
lad
lamb
language
lantern
lava
lawn
league
leap
least
leather
legend
length
level
lever
liberty
lid
limbs
limit
link
lip
liquid
locate
Lord
loss
luck
lungs
magazine
magnet
maid
male
manner
manufacture
maple
marbles
mass
material
measure
medicine
melody
member
memory
mention
merchant
military
million
mineral
minister
mission
modern
mold
monster
mood
mosquitoes
moss
motion
movie
mule
multiply
murmur
muscle
museum
music
mystery
native
nature
necessary
never
noble
noon
nor
nurse
oats
obey
object
observe
obtain
occasion
odd
olive
operate
opinion
opportunity
oppose
orbit
ordinary
own
oxen
oxygen
pace
pad
paddle
pain
palm
pants
paragraph
parallel
parrot
particular
partner
passage
pasture
patient
pattern
pause
peace
peach
peak
peculiar
peered
perfect
perform
period
permit
person
petroleum
phone
physical
pigeons
pioneer
pirates
pit
pity
planet
platform
pleasure
plot
poem
poison
polar
polished
popular
population
port
position
powder
practical
prairie
praise
pray
precious
preserve
prevent
prey
pride
prince
principal
principle
prison
private
problem

Objective 2.11

Florida Department of Education
Student Assessment Minimal List for Reading

Grade 08

proceed
produce
product
professor
profit
program
progress
project
pronounce
proof
proper
property
protect
protest
provide
public
pump
pupil
purchase
rod
rough
royal
rug
ruin
sack
sacrifice
saddle
saint
sake
salary
salmon
sample
satellite
scale
scheme
science
score
screen
seal
secretary
section
secure
seek
seldom
select
self
sentence
separate
series
settle
severe
sewing
shaft
shallow
shark
shelter
shepherd
shift
shock
shoulder
shrill
sight
silk
sin
sink
situation
sketch
skill
skirt
slant
slave
slender
slice
pure
purpose
quality
quarrel
quarter
queer
quit
rage
rail
range
rare
rat
raw
ray
reeds
reflect
refrigerator
regard
region
regular
release
relief
rent
report
reputation
restaurant
result
revolution
rhyme
rhythm
ridge
rifle
rim
rise
rocket
slid
slight
slope
social
society
soda
soil
soldier
solid
solve
sorrow
soul
spear
speech
spell
spite
splendid
sport
square
stable
stalk
stall
statue
steady
steel
stern
stock
stomach
stove
strain
strength
stroke
student
style
subject
subtract
succeed
success
suffer
sugar
suggest
sum
supply
support
surface
surround
sweat
swell
sword
syllable
symbol
system
tale
tape
target
task
tax
tea
tear
telegraph
telescope
temperature
temple
tend
tennis
tenth
term
territory
terror
theatre
theory
threaten

Objective 2.11

Florida Department of Education
Student Assessment Minimal List for Reading

Grade 08

throne
thrust
thumb
thunder
thus
tide
tiger
timber
tin
title
toad
tobacco
toe
tongue
topic
tore
total
trace
transportation
treat
treaty
tremendous
trial
troop
tropical
tub
turkey
twigs
twist
type
underneath
uniform
unit
universe
university
upward
urge
vacuum
vain
value
vanished
vast
vehicles
verse
vessel
victory
view
vines
visible
vision
volcano
vote
voyage
waist
warrior
wax
wealth
weapons
weary
web
wedding
weeds
whether
whom
wicked
wilderness
wine
wit
witch
witness
worship
worst
wound
woven
wrist
yelled
yesterday
youth
zero
zone

Objective 2.11

Florida Department of Education
Student Assessment Minimal List for Reading

Grade 11

abroad
absolute
accomplish
accurate
acid
adult
affair
alert
annual
apparent
apply
appoint
appropriate
approximately
argument
artificial
assembly
associated
association
assume
assure
astronomers
atom
attitude
author
available
axis
barren
basis
bass
billion
bond
breast
brief
campaign
capable
carbon
career
cash
cease
civilization
combine
commerce
commission
communicate
compel
complicated
composed
compound
conclude
conduct
conflict
confusion
consist
constant
contact
contract
contrary
contrast
contributed
core
corresponding
create
culture
cycle
cylinder
decimal
decline
defense
define
democratic
depart
deposits
despite
devil
devote
diagram
diameter
diet
differ
display
distinct
distinguish
drama
drugs
economic
efficient
element
empire
employ
energy
engage
enthusiasm
environment
error
essential
estimate
exact
exist
expand
expense
exposed
extent
extreme
false
fascinating
fate
feature
federal
film
fled
formula
frequency
frequently
genius
graph
harmony
harsh
herald
host
hydrogen
identify
illustrate
image
impression
income
independent
indicate
individual
industry
influence
inform
injured
interior
invaded
investigate
involved
involves
issue
item
label
landscape
latitude
latter
layer
lens
literature
local
loop
magnificent
maintain
major
mammals
marriage
mathematics
mechanical
medical
medium
mental
mercury
mere
meter
method
midst
mild
minor
moist
moral
murder
necessity
nitrogen
normal
novel
numeral
numerous
obvious
occupy
occur
odor
opera

Objective 2.11

Florida Department of Education
Student Assessment Minimal List for Reading

Grade 11

orchestra
ore
organize
origin
ounces
passion
particles
per
permanent
photograph
phrase
plastic
plateau
plural
plus
poet
policy
political
portion
positive
possess
preceding
prefer
previous
prime
primitive
process
professional
proportion
propose
province
publish
punctuation
quantity
raft
rank
rapid
rate
recent
rectangle
reduce
refer
relation
religion
remote
render
reptiles
request
require
resistance
response
reveal
role
sacred
senate
shame
similar
site
skeleton
skull
smashed
solar
solution
source
species
sphere
staff
standard
structure
submarine
substance
substitute
sufficient
superior
survive
technical
tense
thee
theme
thermometer
thoroughly
Thou
Thy
tissue
tone
traditional
triangle
typical
union
unique
unite
uranium
utter
vapor
variety
vary
veins
vertical
vibrate
violent
vital
vocabulary
volume
vowel
wages
welfare
yield

Objective 2.11

ANALOGIES

INTRODUCTION

Marilyn Olin, language arts department chairperson at Terry Parker Senior High, Jacksonville, Florida, developed the series of analogy activities included in this unit on pages 105-116. The learning activities may be used as either written or oral activities.

SUGGESTED INSTRUCTIONAL STRATEGIES

Analogies are prime activities to sharpen the students' reasoning skills; in addition to being fine mental gymnastics, they are challenging fun. Most students can become adept at completing analogies, and some can learn to create analogies. In ten minutes, teachers can create a transparency that can be used as a warm-up at the beginning of each class. Analogy warm-ups serve many functions: (a) students are on task when class begins; (b) analogies provide a preview, reinforcement, or review of important vocabulary and concepts; (c) increased reasoning capability can be channeled into better organizational ability when writing; and (d) the activities provide practice for the analogies which are on the Scholastic Aptitude Test (SAT).

An analogy effectively tests understanding of numerous word definitions, relationships, and linguistic distinctions. Clearly, students need considerable exercise in completing analogies.

The format of the analogies on the SAT is as follows:

HOT : COLD ::

(A) soft : lovely
(B) brittle : bright
(C) dark : light
(D) brilliant : radiant
(E) constant : instant

Although you may wish to present analogies in a shortened form: HOT : COLD :: dark: ___________, students need an awareness of and practice with the exact SAT format.

(Continued)

Objective 2.11

Alternate Formats for Analogy Practice

1. Give students who are experiencing difficulty analogies with the fourth term missing, but supply the number of letters needed in the answer. If this is too difficult, provide a list of words from which to choose, but provide choices which include words with equal numbers of letters.
2. Follow format on sheet entitled "Analogy Review" (pp. 111-112). Require students to write out the relationships.
3. If you find a good analogy exercise with difficult vocabulary, assign the vocabulary for study, and tell students the test will be in the form of word analogies. BE SURE to include all difficult words in the possible choices.
4. Have a contest. Divide the class into two groups, and have students make up analogies from other subject areas, especially science and math. See which group can get the most completed in a given period of time. Be sure students provide three or four choices for answers.
5. Use a "Brain Brawl" format, with toss-up questions and bonuses. Appoint a time and a scorekeeper.
6. Set up charts giving answers for one, two or three columns similar to this sample.

	2	3	4
lipstick			
palm			
pulmonary			
taste			
wig			

Column 2: hand, head, lungs, mouth, tongue

Column 3: coronary, dentures, hear, mascara, sole

Column 4: ear, eyes, foot, heart, mouth

Objective 2.11

Working Backwards to Solve Analogies

When it is difficult to determine the exact relationship between the first two words in an analogy, working backwards from the choices may yield the answer.

Example: BANKRUPTCY : PROFIT ::

A) population : housing
B) fatigue : effort
C) congestion : space
D) memory : knowledge

If the relationship between the first pair of words is not apparent, examine each suggested pair of words and then try to apply that relationship to the given pair.

Bankruptcy : profit ::

(A) population : housing. The relationship between this pair is "A needs B" (population needs housing). Bankruptcy does not need profit; it is too late for profit to help. Therefore, A is incorrect.

Bankruptcy : profit ::

(B) fatigue : effort. The relationship here is "A results from B" (fatigue results from effort). Since bankruptcy does not result from profit, choice B is incorrect.

Bankruptcy : profit ::

(C) congestion : space. The relationship is "A results from too little B" (congestion results from too little space). Bankruptcy results from too little profit. Choice C looks correct, but test the remaining choice.

Note: It is important that students test ALL possible answers. Partial reading of a test item increases the chance of an incorrect response.

Bankruptcy : profit::

(D) memory : knowledge. The relationship is "A stores B" (memory stores knowledge). Since bankruptcy does not store profit, choice D is incorrect.

(Continued)

Objective 2.11

Tips for Solving Analogies

1. Be aware that words can be more than one part of speech. Try both parts, if the answer is not immediately apparent.

   saw : lumber -- Saw can be both a verb and a noun

2. Determine the relationship between the first set of words. Some pairs of words can be related in more than one way (e.g., nouns, opposites, or both having five letters). Generally, the more specific or exclusive the relationship, the more likely the answer will be correct.

3. There is only ONE correct answer, so if two or more answers seem to fit, the relationship needs refinement.

4. Avoid the major error in choosing answers: reversing the relationship. Dog : puppy :: cat : kitten

   To choose baby : man as the answer would reverse the relationship between the words.

   If, after study, you cannot find the correct answer, make up a sentence which expresses the relationship between the first two words. Be as specific as possible, i.e., marine : bayonet = "A marine uses a bayonet to stab." Now see if any of the choices will fit the sentence. If repetition yields more than one answer, your sentence needs to be more specific.

   If the first relationship doesn't yield an answer, try another relationship.

   If all else fails—and you still have time—work the analogy backwards. This means constructing a sentence which expresses the relationship between each of the possible choices, and then testing each sentence to see if it yields the same relationship between the words as in the first pair of words.

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Objective 2.11

Most Frequently Used Types of Analogies

In ALL examples given, the order of the words may be reversed.

1. Cause : Effect (hurricane : flood)

2. Action : Object (steam : clam)

   types:
   1. action : place (swim : pool)
   2. maker : object (playwright : play)
   3. user : tool (dentist : drill)
   4. object's function : object (magnification : microscope)
   5. object : something which prevents its function (aircraft : anti-aircraft gun)

3. Member of a class or group : class or group itself (collie : dog)

   types:
   1. whole : part (foot : toe)
   2. two classes : two members (biped : quadruped :: (man : dog)

4. Linguistic

   types:
   1. two synonyms :: two synonyms (large : huge :: slim : slender)
   2. two antonyms :: two antonyms
   3. double analogies (gay : gloomy :: merry : sad)

   Each word in the first pair is a synonym of a word in the choice, as well as having a relationship to the other word in the first pair.

(Continued)

Objective 2.11

Analogies (continued)

5. Analogies of Degree

types:
1. greater : lesser (deluge : drizzle)
2. lesser : greater (comfortable : luxurious)

Generally, this type of analogy is drawn from four areas:

a. emotions (happy : euphoric)
b. dimensions (large : enormous)
c. physical characteristics (tall : gigantic)
d. mental characteristics (smart : brilliant)

6. Grammatical analogies

types:
1. singular : plural
2. present tense : past tense (or any two tenses)
3. noun : adjective (law : legal)
4. male : female (bull : cow)
5. phonetic (buy : bye)
6. mirror relationships (trap : part) one word is the other word spelled backwards.

(Continued)

Objective 2.11

Analogies (continued)

Other Types of Analogies
(Not as frequent on SAT, PSAT)

1. Usable : Discarded (wheat : chaff)
2. Old : New (kerosene : electricity)
3. Human : Non-human (man : animal)
4. Product : Source (marble : quarry)
5. Real : Imaginary (magician : ghost)
6. Time sequence--Beginning : End (sunrise : sunset)
7. Unit of measurement : Item measured (carat : diamond)
8. Person : Goal (researcher : facts)
9. Person : Field of study (numismatist : coins)
10. Object : Characteristic (candy : sweet)
11. Performer : Action (actor : soliloquy)

Objective 2.2

ROOT WORDS

DIRECTIONS: Write the root word of each word in the column. Some words have prefixes and suffixes.

1. carries ____________________
2. responsive ____________________
3. intellectually ____________________
4. interchangeable ____________________
5. antinuclear ____________________
6. civilization ____________________
7. ultrasonic ____________________
8. atmospheric ____________________
9. unconditionally ____________________
10. realization ____________________
11. disinherit ____________________
12. telecommunications ____________________
13. vocalization ____________________
14. senseless ____________________
15. organization ____________________
16. repossess ____________________
17. childhood ____________________
18. accidentally ____________________
19. religiously ____________________
20. difficulty ____________________

Objective 2.3

PREFIXES

DIRECTIONS: List as many prefixes as you can remember. Next to the prefix, write its meaning. Then, list some words which contain that prefix.

For example: trans = across, transfer; transport; transatlantic; translate.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

9. ______________________________

10. ______________________________

Objective 2.3

PREFIXES

DIRECTIONS: Match the prefix with its meaning. Write the letter of the correct meaning on the line in front of each prefix. List two or three words using this prefix. Use the dictionary to help. The first one is done for you.

	Prefix	Meaning	Words
h	1. bene	a. more	beneficial, benefit, benefactor
	2. trans	b. not, bad	
	3. semi	c. across	
	4. poly	d. against	
	5. circum	e. after	
	6. co	f. down, away	
	7. anti	g. for	
	8. super	h. well	
	9. extra	i. three	
	10. dis	j. out of, from	
	11. re	k. many	
	12. de	l. not	
	13. bi	m. above	
	14. tri	n. two	
	15. sub	o. around	
	16. mis	p. not	
	17. ex	q. again, back	
	18. post	r. with	
	19. un	s. half	
	20. pro	t. under	

Objective 2.3

PREFIXES

DIRECTIONS: Write the meaning of each of the following prefixes.

1. ante as in anteroom ______________________________
2. anti as in antifreeze ______________________________
2. bi as in bicycle ______________________________
4. dis as in disagree ______________________________
5. en as in enlarge ______________________________
6. ex as in export ______________________________
7. im as in impossible ______________________________
8. in as in inconsistent ______________________________
9. inter as in intercom ______________________________
10. mis as in misspell ______________________________
11. pre as in prepay ______________________________
12. post as in posttest ______________________________
13. sub as in submarine ______________________________
14. super as in superman ______________________________
15. un as in unopened ______________________________
16. uni as in unicycle ______________________________
17. penta as in pentagon ______________________________
18. re as in return ______________________________
19. con as in concurrent ______________________________
20. de as in degrade ______________________________

Objective 2.3

PREFIXES

DIRECTIONS: Tell the meaning of the underlined word. Concentrate on the prefix and its meaning.

1. The transcontinental railroad was built by thousands of men. ________________
2. We made a tricolored banner for the homecoming festivities. ________________
3. The undersized pool obviously was for a toddler. ________________
4. The semiconscious accident victim was able to indicate to us that someone else was in the car wreck. ________________
5. We were proud of the boy because he cooperated so well. ________________
6. In biology class we dissected the frog. ________________
7. The pizza package said to preheat the oven to 425 degrees. ________________
8. In math class we studied triangles and other polygon figures.

   triangle ________________

   polygon ________________
9. We put antifreeze in our car during the winter. ________________
10. The coincidence left us feeling good about what we had done. ________________
11. The boys had to disconnect the wires before they began their work. ________________
12. Many of us wonder about the supernatural things that we have heard about. ________________

Objective 2.3

Prefixes (continued)

13. "I think all students should participate in extracurricular activities," said the president of the student body. ____________________

14. Political candidates do not like to talk about unpopular taxes. ____________________

15. "I think Mike is sick," said Shana, "with a disease called mononucleosis." ____________________

16. Michelle was told to use an antiseptic on her wound before she bandaged it. ____________________

17. Legal and medical malpractice suits are occasionally controversial. ____________________

18. We looked forward to playing in the intramural games.
____

19. The international food festival had the greatest variety of food that I had ever seen. ____________________
____

20. My parents had misgivings about letting me go to David's party. ____________________

Objective 2.3

PREFIXES

DIRECTIONS: Add a prefix to the word, and then tell the meaning of the new word.

PREFIX ROOT WORD NEW WORD

1. _____ + place ______________________________

Meaning: ____

2. _____ + true ______________________________

Meaning: ____

3. _____ + tell ______________________________

Meaning: ____

4. _____ + even ______________________________

Meaning: ____

5. _____ + units ______________________________

Meaning: ____

6. _____ + test ______________________________

Meaning: ____

7. _____ + cycle ______________________________

Meaning: ____

8. _____ + done ______________________________

Meaning: ____

Objective 2.3

Prefixes (continued)

9. _____ + merge ______________________

Meaning: ______________________________

10. _____ + friendly ___________ ___________

Meaning: ______________________________

11. _____ + use ______________________

Meaning: ______________________________

12. _____ + happy ______________________

Meaning: ______________________________

13. _____ + freeze ______________________

Meaning: ______________________________

14. _____ + monthly ______________________

Meaning: ______________________________

15. _____ + agree ______________________

Meaning: ______________________________

16. _____ + possible ______________________

Meaning: ______________________________

Objective 2.3

SUFFIXES

DIRECTIONS: Add the ending to the root word to form a new word.

1. back + ward
2. farm + er
3. intern + ist
4. instruct + or
5. instruct + ion
6. child + hood
7. friend + ly
8. pack + age
9. help + ful
10. ship + ment
11. age + less
12. hope + fully
13. amuse + ingly
14. post + ed
15. post + s
16. strong + er
17. strong + est
18. convert + ible
19. like + able
20. mean + ness
21. depend + ability
22. club + s

Look at the words that you have written. Answer the questions on the next page.

(Continued)

Objective 2.3

Suffixes (continued)

23. What three endings mean a "person who does"?
    ________ ________ ________

24. Which ending changed a word into the something that happened in the past? ____________________

25. List three endings that changed a word into a noun form. ________ ________ ________

26. The "ly" ending usually changes a word into a: noun, pronoun, adjective, adverb, preposition? Circle one.

27. The "able" ending usually changes a word in to a: noun, pronoun, adjective, adverb, proposition? Circle one.

28. The suffix which means "full of" is
    ____

29. Are friendly and lovely: adjectives or adverbs? Circle one.

30. Which word + its suffix makes a verb happen in the present? ____________________

31. By looking at the suffix of a word can it help to tell us something about the meaning of the word? Yes or No

32. By looking at the suffix of a word can it help to tell us something about the way the word is used in a sentence or the part of speech that something is?

    Yes or No

Objective 2.3

SUFFIXES

DIRECTIONS: Add the suffix to each root word which fits the meaning given. Then write the word.

	ROOT WORD	+	SUFFIX	DEFINITIONS	NEW WORD
1.	small	+	est	most small	smallest
2.	thought	+	______	without thought	______________
3.	think	+	______	one who thinks	______________
4.	care	+	______	without care	______________
5.	thank	+	______	full of thanks	______________
6.	sing	+	______	one who sings	______________
7.	short	+	______	most short	______________
8.	hope	+	______	without hope	______________
9.	paint	+	______	one who paints	______________
10.	delight	+	______	full of delight	______________
11.	motor	+	______	person who motors	______________
12.	train	+	______	one who trains	______________
13.	nice	+	______	in a nice way	______________
14.	care	+	______	full of care	______________
15.	joy	+	______	full of joy	______________
16.	green	+	______	somewhat green	______________
17.	noise	+	______	in a noisy way	______________
18.	quiet	+	______	most quiet	______________
19.	friend	+	______	without friends	______________
20.	nice	+	______	most nice	______________

Objective 2.3

SUFFIXES

DIRECTIONS: Using a dictionary, locate 10 root words that can be used with a variety of suffixes. For example:

ROOT WORD:	1.	beauty
ROOT WORD + SUFFIXES:		beautification beautifully beautiful beautify
ROOT WORD:	2.	store
ROOT WORD + SUFFIXES		storage stored storing stores storable

Write the 10 root words and the root word plus suffixes in the space below.

Objective 2.3

SUFFIXES

DIRECTIONS: Fill in the sentences with the correct words. Select the word from the ones given below each sentence.

1. He found that he was ____________________ inclined after taking part in a ____________________. He hoped to become a ____________________ when he graduated from high school.

   (A) music (B) musical (C) musically (D) musician

2. John found himself more ____________________ than most of his friends. John could speak ____________________ about things and could make me ____________________ in them.

   (A) interest (B) interesting (C) interestingly
   (D) interested

3. Sally introduced her ____________________ to us. Myra was especially ____________________ and we were impressed with her ____________________.

   (A) friend (B) friendly (C) friendliness

4. We are finding fewer and fewer ____________________ ____________________ ____________________ as more and more people move into our cities.

   (A) farm (B) farms (C) farmers (D) farming

5. The ____________________ that he spoke made us think about how ____________________ it would be to live his philosophy.

   (A) wise (B) wisely (C) wisdom (D) wiser

(Continued)

Objective 2.3

Suffixes (continued)

6. A new ____________________ rate was ____________________ by the ____________________ service and my friendly ____________________ reminded me about it.

(A) postman (B) posted (C) postal (D) postage

7. ____________________ the story in your ________________; include only pertinent information.

(A) summary (B) summarize

8. The ____________________ ____________________ the complaint and then wrote in his ____________________ report that the victim had no visible weapons.

(A) invest (B) investigated (C) investigator
(D) investigation

9. Ms. Burns, the ____________________ reviewed the play quite ____________________. Her main ____________________ was that the play ____________________ politicians far too harshly.

(A) criticized (B) critic (C) criticism
(D) critically

10. The ____________________ movie was the story of a ____________________ trek into the wilderness. The movie made it seem that ____________________ winds welcomed the pioneers as they arrived.

(A) west (B) western (C) westward (D) westerly

Objective 2.4

COMPOUND WORDS

DIRECTIONS: Draw a line between the two words that make up each of these compound words. Be prepared to discuss how the two words that make the compound word help to determine the meaning of the compound word.

1. grandfather
2. newspaper
3. snowball
4. haystack
5. password
6. playground
7. landslide
8. doorknob
9. chalkboard
10. sidewalk
11. afternoon
12. someone
13. goldfish
14. himself
15. toothpick
16. housewife
17. girlfriend
18. daylight
19. milkman
20. storybook

Objective 2.4

COMPOUND WORDS

DIRECTIONS: Combine the two words to form a compound word. Use each of these compound words in a sentence on your own paper.

1. space + walk = ____________________
2. up + stairs = ____________________
3. in + side = ____________________
4. hair + cut = ____________________
5. grape + vine = ____________________
6. hand + cuff = ____________________
7. surf + board = ____________________
8. night + gown = ____________________
9. fire + works = ____________________
10. bath + room = ____________________
11. short + stop = ____________________
12. home + sick = ____________________
13. land + scape = ____________________
14. cross + word = ____________________
15. eye + ball = ____________________

Objective 2.4

COMPOUND WORDS

DIRECTIONS: Use words from the Word List to form a compound word with the words on the left. Write a compound word on each line.

Compound

1. after ____________________
2. grand ____________________
3. air ____________________
4. see ____________________
5. black ____________________
6. every ____________________
7. dog ____________________
8. door ____________________
9. fire ____________________
10. bath ____________________
11. sun ____________________
12. some ____________________
13. side ____________________
14. horse ____________________
15. camp ____________________
16. bed ____________________
17. snow ____________________
18. pan ____________________
19. mail ____________________
20. sweet ____________________
21. basket ____________________
22. pillow ____________________
23. back ____________________
24. finger ____________________
25. base ____________________

Word List

place
where
back
heart
ball
nail
ball
board
box
shine
ground
walk
house
noon
body
spread
plane
fire
saw
parents
case
cake
flake
bell
room

Objective 2.4

COMPOUND WORDS

DIRECTIONS: Combine the following words to form 15 compound words.

1. scraper
2. cuffs
3. jaw
4. crow
5. store
6. back
7. straw
8. hay
9. hand
10. bench
11. berry
12. drug
13. scare
14. fire
15. ear
16. bone
17. rain
18. work
19. horse
20. weed
21. way
22. sea
23. corn
24. sky
25. works
26. drum
27. bow
28. stack
29. hall
30. cob

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________
13. ______________________________
14. ______________________________
15. ______________________________

Objective 2.4

COMPOUND WORDS

DIRECTIONS: Match each compound word with its definition. Write the correct letter on each line.

	Compound Words		Definitions
____	1. hitchhiker	a.	device used to measure length
____	2. chairman	b.	crushing sorrow
____	3. tablespoon	c.	arch of hair above the eye
____	4. flagship	d.	result of drinking too much liquor
____	5. dragonfly	e.	large, harmless flying insect
____	6. classroom	f.	preoccupied, forgetful
____	7. homecoming	g.	room where classes meet
____	8. blackout	h.	bone from the front of a chicken
____	9. headache	i.	temporary failure of city lights
____	10. hangover	j.	pain in the head
____	11. stalemate	k.	evasion
____	12. overtime	l.	spoon used as a unit of measure
____	13. heartbreak	m.	time beyond regular hours
____	14. drugstore	n.	person who travels by signaling for and receiving free rides
____	15. cut-rate	o.	contagious skin disease
____	16. ringworm	p.	reduced in price
____	17. eyebrow	q.	ship carrying commander of fleet
____	18. runaround	r.	courteous, considerate man
____	19. ragtime	s.	position where no action can be taken
____	20. absentminded	t.	boat designed as a place to live
____	21. yardstick	u.	sponsor of a child at baptism
____	22. houseboat	v.	store where drugs and other items are sold
____	23. gentleman	w.	person in charge of a meeting
____	24. godfather	x.	return to one's home, an annual celebration at school
____	25. wishbone	y.	syncopated music

Objective 2.4

COMPOUND WORDS

DIRECTIONS: Make a list of 20 or more compound words. Look in newspapers or magazines at headlines, advertisements and other parts of the material for examples.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________
13. ______________________________
14. ______________________________
15. ______________________________
16. ______________________________
17. ______________________________
18. ______________________________
19. ______________________________
20. ______________________________

Objective 2.5

SYLLABLES

A word is made of vowel and consonant sounds. The smallest part of a word is a syllable. Each part of a word that you can hear separately is a syllable. Each syllable must have a vowel sound. A word has as many syllables as it has vowel sounds.

Examples: master - two vowel sounds, two syllables
senator - three vowel sounds, three syllables
history - three vowel sounds, three syllables

Rules for Dividing Words into Syllables

1. Compound words - A compound word contains the same number of syllables as the short words that make up the word.

   Examples: carport = car/port
   sunshine = sun/shine

2. When a two-syllable word has a double consonant in the middle of the word, the word is divided between the double consonant. The first consonant is heard and the second consonant is silent.

   Examples: village = vil/lage
   slimmer = slim/mer

3. A two-syllable word is divided between two unlike consonants.

   Examples: percent = per/cent
   carton = car/ton

4. When a two-syllable word begins with a consonant followed by a long vowel, the first syllable is usually the first two letters.

   Examples: rumor = ru/mor
   cable = ca/ble

(Continued)

Objective 2.5

Rules for Dividing Words into Syllables (continued)

5. When a two-syllable word begins with a consonant sound, the first syllable is usually the first three letters.

   (A consonant blend or digraph, such as sl, pr, th, wh etc. makes one sound and is treated as one letter.)

   Examples: robin = rob/in
   slipper = slip/per

6. When a two-syllable word begins with a short vowel sound, the first syllable is usually the first two letters.

   Examples: apple = ap/ple
   ugly = ug/ly

7. When the second syllable of a two-syllable word ends with the letters le, the second syllable is usually le with the consonant which comes before le.

   Examples: bottle = bot/tle
   jingle = jin/gle

8. When a two-syllable word begins with a long vowel sound, the first syllable is usually the first vowel sound.

   Examples: ocean = o/cean
   equal = e/qual

Objective 2.5

DIVIDING WORDS INTO SYLLABLES

DIRECTIONS: Rewrite each of the following words, dividing them into syllables. Put the number of the syllabication rule that you use. (See pages 62-63)

1. better bet/ter 2
2. bigger __________ ___
3. distance __________ ___
4. birthday __________ ___
5. picture __________ ___
6. grizzly __________ ___
7. idle __________ ___
8. escape __________ ___
9. study __________ ___
10. problem __________ ___
11. turtle __________ ___
12. agent __________ ___
13. vanish __________ ___
14. oval __________ ___
15. become __________ ___
16. undo __________ ___
17. exist __________ ___
18. atom __________ ___
19. hotel __________ ___
20. music __________ ___
21. corner __________ ___
22. floppy __________ ___
23. early __________ ___
24. hello __________ ___
25. children __________ ___
26. rotate __________ ___
27. compass __________ ___
28. bubble __________ ___
29. southwest __________ ___
30. pudding __________ ___
31. endure __________ ___
32. master __________ ___
33. infect __________ ___
34. carry __________ ___
35. tattoo __________ ___
36. insist __________ ___
37. nothing __________ ___
38. however __________ ___
39. enough __________ ___
40. tumble __________ ___

UNIT II VOCABULARY **Learning Activity**

Objective 2.5

SYLLABLES

DIRECTIONS: Divide each of the following words into syllables.

1. chimpanzee ____________
2. boundary ____________
3. aquarium ____________
4. helicopter ____________
5. referral ____________
6. university ____________
7. secondary ____________
8. examination ____________
9. area ____________
10. memory ____________
11. convention ____________
12. ratify ____________
13. knowledge ____________
14. standard ____________
15. manuscript ____________
16. supply ____________
17. electricity ____________
18. plural ____________
19. olympic ____________
20. pizza ____________
21. necessary ____________
22. protection ____________
23. dentist ____________
24. principal ____________
25. college ____________
26. messenger ____________
27. peanut ____________
28. teacher ____________
29. visual ____________
30. alike ____________
31. gymnasium ____________
32. surfboard ____________
33. vocabulary ____________
34. directions ____________
35. identify ____________
36. vegetable ____________
37. alarm ____________
38. understand ____________
39. entertain ____________
40. pepperoni ____________

Objective 2.6

SYNONYM WORD SEARCH

Synonyms are words that have similar meanings.

DIRECTIONS: Write a synonym for each word given. Look for the synonym you wrote in the word search below.

speak t a l k
automobile _ _ _
stitch _ _ _
sick _ _ _
shut _ _ _ _ _
weep _ _ _
remain _ _ _ _
little _ _ _ _ _
highway _ _ _ _
mug _ _ _

truthful _ _ _ _ _ _
big _ _ _ _ _
notice _ _ _
father _ _ _
inquire _ _ _
rescue _ _ _ _
prison _ _ _ _
decay _ _ _
aid _ _ _ _
ache _ _ _ _

l	t	s	e	w	x	a	h	q	d	o	v	e	h
b	i	t	b	w	l	o	d	a	z	i	l	l	i
x	q	a	s	e	v	a	t	z	l	u	m	v	h
c	r	y	n	g	o	j	s	a	v	e	p	s	e
m	k	u	j	r	m	u	s	x	l	l	d	n	l
a	e	g	d	f	h	c	m	e	z	k	t	j	p
s	i	a	b	n	j	s	f	c	x	f	m	r	u
d	x	t	f	k	a	s	k	l	w	t	a	z	b
q	a	w	h	p	i	e	p	f	k	c	d	i	a
i	k	d	n	s	l	a	r	g	e	o	u	p	g
n	y	i	m	m	y	b	o	a	i	x	s	p	u
z	a	i	w	a	a	y	t	f	g	s	u	u	d
p	b	g	t	l	v	e	k	h	o	n	e	s	t
z	k	m	c	l	o	s	e	p	z	k	o	e	f

Objective 2.6

SYNONYMS

DIRECTIONS: Match the word in column 1 with the synonyms in column 2. Write the letter of the correct synonym on each line.

	Column 1			Column 2
1.	gather	________	a.	remain
2.	structure	________	b.	pal
3.	linger	________	c.	late
4.	capable	________	d.	necessary
5.	creep	________	e.	fluid
6.	create	________	f.	wet
7.	throw	________	g.	untrue
8.	moist	________	h.	stop
9.	ordinary	________	i.	get
10.	liquid	________	j.	enlarge
11.	annual	________	k.	rules
12.	buddy	________	l.	desire
13.	false	________	m.	collect
14.	permit	________	n.	fat
15.	leader	________	o.	make
16.	cease	________	p.	hard
17.	tardy	________	q.	framework
18.	obtain	________	r.	crawl
19.	expand	________	s.	agreement
20.	laws	________	t.	yearly
21.	contract	________	u.	chief
22.	wish	________	v.	common
23.	essential	________	w.	toss
24.	plump	________	x.	able
25.	difficult	________	y.	allow

Objective 2.6

SYNONYMS

DIRECTIONS: Fill in the blanks with a synonym for the word given at the beginning of each sentence.

1. (beautiful) That is a _______________ sunset.
2. (strange) That dark hallway looks _______________.
3. (always) I will love you _______________.
4. (opening) The _______________ to the cave is blocked.
5. (vacant) The apartment appears to be _______________.
6. (harm) Please don't _______________ that hamster.
7. (scared) I am not _______________ of the dark.
8. (find) Did Columbus really _______________ America?
9. (sea) Be careful, the _______________ is rough today.
10. (infant) She tenderly cuddled and kissed the ________.
11. (test) You will take a _______________ on this unit.
12. (domesticated) Most dogs are _______________ animals.
13. (stupid) Don't make _______________ mistakes.
14. (just) The judge must make a _______________ decision.
15. (extra) I left my _______________ house keys at home.
16. (chatter) My father says I should listen more and _______________ less.
17. (silent) The school was so _______________ after the students left.
18. (errors) She made five _______________ on the quiz.
19. (repair) Will you help me _______________ my typewriter?
20. (true) I'm sure that is a _______________ diamond.

Objective 2.6

SYNONYMS

DIRECTIONS: Circle the best synonym for the first word in each line.

1.	dirty	(soap	soiled	clothes)
2.	under	(above	beneath	drop)
3.	entire	(whole	same	many)
4.	story	(told	read	tale)
5.	ancient	(recent	aged	valuable)
6.	slender	(thin	heavy	tall)
7.	feeble	(strong	old	weak)
8.	shout	(recite	whisper	scream)
9.	academy	(school	museum	organization)
10.	purchase	(own	trade	buy)
11.	gem	(jewel	rock	metal)
12.	elect	(appoint	choose	consider)
13.	polite	(friendly	courteous	rude)
14.	hide	(seek	secret	conceal)
15.	melt	(freeze	thaw	soggy)
16.	journey	(trip	dream	vacation)
17.	donate	(deport	give	deduct)
18.	detective	(poor	faulty	investigator)
19.	eager	(energetic	lazy	anxious)
20.	obvious	(illegible	apparent	unforeseen)

Objective 2.6

SYNONYMS

DIRECTIONS: Write a synonym for each of the following words.

begin ____________________

aid ____________________

silent ____________________

boulder ____________________

joyful ____________________

request ____________________

transmit ____________________

discover ____________________

bag ____________________

insect ____________________

jumped ____________________

easy ____________________

present ____________________

peaceful ____________________

employ ____________________

sorrow ____________________

noticeable ____________________

observe ____________________

nocturnal ____________________

arithmetic ____________________

sniff ____________________

chuckle ____________________

beautiful ____________________

tiny ____________________

center ____________________

easy ____________________

riches ____________________

quick ____________________

intelligent ____________________

protect ____________________

occupation ____________________

cool ____________________

answer ____________________

swift ____________________

pupil ____________________

sparkle ____________________

injure ____________________

tidy ____________________

smile ____________________

copy ____________________

Objective 2.6

ANTONYMS

Antonyms are words with opposite meanings.

DIRECTIONS: Fill in the blanks with an antonym of the word given in parentheses.

1. (enemy) Is he your ________________?
2. (soft) That rock is extremely ________________.
3. (stand) Please ________________ at your desk.
4. (clean) Your hands are really ________________.
5. (thin) He is really ________________ and should go on a diet.
6. (no) Please say ________________.
7. (early) You were very ________________ to class.
8. (laugh) He heard the baby ________________.
9. (northern) We live in the ________________ part of the state.
10. (long) The report was much too ________________.
11. (fast) The turtle is ________________.
12. (young) My grandfather is quite ________________.
13. (alive) Is the wasp ________________?
14. (rich) That man is very ________________.
15. (up) I walked ________________ the steps.
16. (hate) I ________________ you.
17. (big) Her puppy is very ________________.
18. (hello) I said ________________ to him.
19. (awake) He was ________________ in class.
20. (hot) It was ________________ last Saturday.
21. (new) My desk is ________________.
22. (begin) When does the story ________________?
23. (lead) Did you ________________ him to the store?
24. (shallow) The river is ________________ in certain spots.
25. (save) Please don't ________________ time.

Objective 2.6

ANTONYMS

DIRECTIONS: Select antonyms for the words in column A from the words in column B. Write the antonyms on the lines.

	Column A		Column B
1.	west	________	tough
2.	whisper	________	seller
3.	right	________	hostile
4.	morning	________	result
5.	ceiling	________	seldom
6.	buyer	________	frown
7.	friendly	________	east
8.	vanished	________	dangerous
9.	greedy	________	unknown
10.	spend	________	illegal
11.	cause	________	reward
12.	famous	________	evening
13.	often	________	ashamed
14.	fragile	________	shout
15.	smile	________	floor
16.	question	________	repair
17.	luxury	________	save
18.	most	________	wrong
19.	safe	________	necessity
20.	valuable	________	least
21.	penalty	________	worthless
22.	legal	________	answer
23.	proud	________	generous
24.	damage	________	appeared

Objective 2.6

ANTONYMS

DIRECTIONS: Write an antonym for each of the following.

1. more ______________
2. none ______________
3. north ______________
4. down ______________
5. work ______________
6. fresh ______________
7. warm ______________
8. give ______________
9. sharp ______________
10. open ______________
11. empty ______________
12. always ______________
13. beginning ______________
14. internal ______________
15. funny ______________
16. courteous ______________
17. front ______________
18. narrow ______________
19. ignorance ______________
20. early ______________
21. heavy ______________
22. off ______________
23. good ______________
24. push ______________
25. then ______________
26. sweet ______________
27. dark ______________
28. throw ______________
29. friend ______________
30. even ______________
31. love ______________
32. real ______________
33. bold ______________
34. good-bye ______________
35. exit ______________
36. past ______________
37. remember ______________
38. shallow ______________
39. laugh ______________
40. public ______________

Objective 2.6

ANTONYMS

DIRECTIONS: Circle the word in each sentence that has the opposite meaning of the word given in parentheses at the beginning of each sentence.

1. (long) That dog has a short tail.
2. (right) He writes with his left hand.
3. (go) Please stop running.
4. (white) He wore a black shirt yesterday.
5. (cold) The day was windy but hot.
6. (dark) The room is light and colorful.
7. (pretty) Did you read The Ugly Duckling?
8. (wide) The path is difficult to find and very narrow.
9. (messy) A neat paper will get a better grade.
10. (start) Will you please finish cleaning your room?
11. (won) Our team lost only one game all season.
12. (break) I will try to repair that vase.
13. (tame) He captures wild animals for zoos.
14. (same) We will have a different principal next year.
15. (straight) That line is very crooked.
16. (forget) I must remember his birthday this year.
17. (deny) My parents permit me to leave the campus for lunch.
18. (healthy) My grandmother is a frail but lively person.
19. (retreat) The army must advance by noon tomorrow.
20. (exclude) Be sure to include footnotes in your term paper.
21. (brave) He ran and hid in a cowardly way.
22. (hate) My friends and I adore going to the beach.
23. (busy) To be idle is unproductive and unsatisfying.
24. (truth) He was caught in a falsehood.
25. (mourn) Graduation day is a day to rejoice.

Objective 2.6

ANTONYMS

DIRECTIONS: In each sentence, underline the pair of antonyms.

1. I will distribute the papers today and collect them tomorrow.
2. We have a problem and must find a solution.
3. Joe admitted his guilt and then denied it.
4. I believe he is innocent, but Mike thinks he's guilty.
5. He used to be fat, but now he is skinny.
6. Mom will forbid me to go out tonight, but she may allow me to go out tomorrow.
7. My steak was tough, but his was tender.
8. You will succeed if you try; you will fail if you don't.

DIRECTIONS: Circle the antonym of the first word in each line.

1. guest (visit, host, hotel)
2. learn (teach, listen, study)
3. worried (concerned, careful, carefree)
4. bent (crooked, straight, strike)
5. winter (summer, December, spring)
6. going (away, high, coming)
7. brave (strong, big, cowardly)
8. many (most, few, some)
9. rough (level, coarse, smooth)
10. soft (hard, home, smooth)
11. add (multiply, divide, subtract)
12. rested (tired, alert, yawn)

Objective 2.6

SYNONYMS-ANTONYMS

DIRECTIONS: Look at the first two words in each line. Decide whether they are synonyms or antonyms. Then write the letter of the word that forms the same relationship with the underlined word. For example, number 1 will be "C" because cease and stop are the synonyms, and a synonym for assume is guess.

______c______ 1. Cease is to stop as assume is to (a) realize (b) thought (c) guess (d) forgot.

____________ 2. One is to unit as decade is (a) twenty (b) a hundred (c) five (d) ten.

____________ 3. Beautiful is to ugly as adult is to (a) grown is to up (b) child (c) man (d) person.

____________ 4. Frequently is to regularly as moist is to (a) wet (b) dry (c) soon (d) water.

____________ 5. Injured is to safe as primitive is to (a) caveman (b) original (c) moral (d) civilized.

____________ 6. Devil is to satan as display is to (a) hide (b) show (c) sneak (d) decline.

____________ 7. Major is to minor as give is to (a) take (b) receive (c) contribute (d) save.

____________ 8. Democracy is to dictatorship as interior is to (a) front (b) back (c) top (d) outside.

____________ 9. Contrast is to differences as magnificent is to (a) horrible (b) wonderful (c) mountains (d) scenery.

____________ 10. Solar is to sun as essential is to (a) important (b) insignificant (c) privacy (d) independent.

(Continued)

Objective 2.6

Synonyms-Antonyms (continued)

_______________ 11. Arithmetic is to mathematics as brief is to (a) long (b) complicated (c) clear (d) short.

_______________ 12. Remote is to near as conclude is to (a) end (b) start (c) realize (d) imagine.

_______________ 13. Previous is to before as artificial is to (a) real (b) actual (c) concentrated (d) man-made.

_______________ 14. Contrary is to pleasing as approximately is to (a) guessing (b) exact (c) almost (d) close.

_______________ 15. Portion is to part as environment is to (a) locale (b) present times (c) particles (d) atmosphere.

_______________ 16. Sufficient is to needy as typical is to (a) unusual (b) rare (c) usual (d) tropical.

Objective 2.6

SYNONYMS-ANTONYMS

DIRECTIONS: Write a word in the first column. Then in the second column, write a synonym for the word. In the third column, write an antonym.

For example:

Word	Synonym	Antonym
rural	country	city
work	toil	play
black	ebony	white

	word	synonym	antonym
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

Objective 2.6

SYNONYMS-ANTONYMS

DIRECTIONS: Write an S if the two words are synonyms.
Write an A if the two words are antonyms.

_____ 1. deny: admit
_____ 2. depart: arrive
_____ 3. annually: yearly
_____ 4. complicated: simple
_____ 5. standard: irregular
_____ 6. traditional: new
_____ 7. violent: calm
_____ 8. vary: same
_____ 9. absolute: abstract
_____ 10. silent: quiet
_____ 11. visible: hidden
_____ 12. protected: defended
_____ 13. precise: estimate
_____ 14. compel: force
_____ 15. occur: happen
_____ 16. income: salary
_____ 17. numerous: few
_____ 18. federal: local
_____ 19. drunk: sober
_____ 20. obvious: clear
_____ 21. recent: ancient
_____ 22. looked: glanced
_____ 23. build: destroy
_____ 24. pardon: excuse
_____ 25. rival: enemy

Objective 2.7

DENOTATION - CONNOTATION

The denotation of a word is its basic meaning, usually the dictionary definition. Some words also have connotations, emotional associations. There may be two kinds of connotations: personal and general. What a word means to an individual is its personal connotation. What a word means to most people is its general connotation.

example: rat

denotative meaning - a gnawing rodent distinguished from a mouse by its larger size

connotative meanings - unclean, a repulsive creature

DIRECTIONS: For each of the following words, write its denotative or dictionary meaning. Then write its connotative meaning - what it means to you or most people.

1. love

denotation ______________________________

connotation ______________________________

2. senile

denotation ______________________________

connotation ______________________________

3. clone

denotation ______________________________

connotation ______________________________

4. politician

denotation ______________________________

connotation ______________________________

5. boss

denotation ______________________________

connotation ______________________________

Objective 2.7

CONNOTATION

DIRECTIONS: An individual expresses feelings through words. Below are pairs of remarks that people might say about the same person. Tell whether the remarks were made by someone who was friendly or unfriendly. Then, in your own words, state what you think the remark really means.

1. a. Mrs. Adkins is very helpful. __________

   ____

   b. Mrs. Adkins is nosey. __________

   ____

2. a. Jamestown is a pleasant village. __________

   ____

   b. Jamestown is a hick town. __________

3. a. She is friendly with everyone. __________

   ____

   b. She flirts with everyone. __________

4. a. Mrs. Bell's house is nothing but a shack. _______

   ____

   b. Mrs. Bell's house is very old. __________

   ____

5. a. Your child is very active in class. __________

   ____

   b. Your child is a troublemaker. __________

   ____

Objective 2.7

FAVORABLE - UNFAVORABLE CONNOTATION

DIRECTIONS: The following pairs of sentences have similar meanings. Mark one of the sentences as U (unfavorable connotation) and the other as F (favorable connotation). Look at the underlined words in each to decide.

1. _____ a. The senator blasted his opponent.

_____ b. The senator criticized his opponent.

2. _____ a. They crowded near the actor.

_____ b. They mobbed the actor.

3. _____ a. He is an old man.

_____ b. He is a senior citizen.

4. _____ a. Judy is a crackpot.

_____ b. Judy is an idealist.

5. _____ a. He frightened them into voting.

_____ b. He convinced them to vote.

6. _____ a. He made a strong bid for the position.

_____ b. He made a desperate bid for the position.

7. _____ a. He is untruthful.

_____ b. He is a liar.

8. _____ a. The gang provoked the man.

_____ b. The gang picked on the man.

9. _____ a. She is a servant in the mansion.

_____ b. She is a slave in the mansion.

10. _____ a. He has liberal ideas.

_____ b. He has radical ideas.

Objective 2.8

CONTEXT CLUES

The sentence in which an unfamiliar word appears may sometimes provide clues that will help you unlock the meaning of the unfamiliar word.

DIRECTIONS: Fill in the blanks below with an appropriate word. Tell why you used that word. What was your clue? The first one is done for you.

1. The ____duck____ waddled across the street and into the water. (clue) ____waddled - water____
2. The ________________, a five-pointed sea creature, is interesting to watch. (clue) ________________
3. In the old days, a ______________ ______________ was used to make yarn and thread for cloth. (clue) ________________
4. A ________________ is used to help find north, south, east, and west, and is a good thing to have on a camping trip. (clue) ________________
5. He is very serious, but his brother, who loves to tell jokes, is always ________________. (clue) ________________
6. The yellow ________________ are lovely, and they smell so good. (clue) ________________
7. My ________________ is broken and my laundry is piling up. (clue) ________________
8. I have a ________________ and need to take an aspirin. (clue) ________________
9. That ________________ will soon turn into a butterfly. (clue) ________________
10. My ________________ is broken, so I guess I'll go to bed early. (clue) ________________
11. If you don't ________________ lunch, you'll be ________________, and your stomach will growl. (clue) ________________
12. The Queen has a ______________ on her head, and it has many ______________ in it. (clue) ________________

Objective 2.8

CONTEXT CLUES

DIRECTIONS: Each sentence below contains a nonsense word which is underlined. Use the surrounding words to help you determine the meaning of the underlined word or words. Write the meaning on the line.

Note: There may be more than one acceptable answer and the number of letters in the nonsense word has nothing to do with the word you are seeking.

1. The azxe is on the table and the matches are beside it. ____________________
2. The oglzs marched down the street, walking in step and looking straight ahead. ____________________
3. The knight in haptner armor is brighter than a mirror. ____________________
4. He whispered the xy to the teacher and she promised not to tell. ____________________
5. The moccasins are toirew, they need to be restitched. ____________________
6. The turtle laid eggs in the glout which was in a hollow tree trunk. ____________________
7. The tzasr, a narrow passageway underground, was filled with water. ____________________
8. Mary read a yonpig to the ranvefs. ____________________ ____________________
9. Sam is the nunipt of the notgcy, so he should get all A's. ____________________ ____________________
10. Repoyts is almost over and it's back to school for us. ____________________

Objective 2.9

PLURALS

When a noun names more than one thing it is plural. Here are some rules for forming the plurals of nouns.

1. Add an "s" to most nouns.
2. Nouns ending in "ch, sh, z, s, ss, and x" form a plural by adding an "es."
3. Nouns ending in a vowel-y, like monkey, form a plural by adding an "s."
4. Nouns ending in a consonant-y, like lady, form a plural by changing the "y" to "i" and adding "es."
5. Nouns ending in vowel-o, like radio, form a plural by adding "s."
6. Nouns ending in consonant-o, like piano, form a plural by adding "es."
7. Some nouns ending in "f", like wolf, or "fe" form a plural by changing "f" to "v" and adding "es."
8. Nouns such as tooth, foot and child form the plural by changing their spelling.
9. Nouns such as deer, fish, sheep form the plural by staying the same.

DIRECTIONS: Write the number of the rule which applies to each of the following examples.

	Singular	Plural	
1.	wife	wives	______________
2.	clown	clowns	______________
3.	radio	radios	______________
4.	wish	wishes	______________
5.	deer	deer	______________
6.	goose	geese	______________

(Continued)

Objective 2.9

Plurals (continued)

	Singular	Plural	
7.	relay	relays	______
8.	bird	birds	______
9.	woman	women	______
10.	speech	speeches	______
11.	key	keys	______
12.	whale	whales	______
13.	lasso	lassoes	______
14.	person	persons	______
15.	mouse	mice	______

DIRECTIONS: Write the plural of each of the following words:

1. tomato ______
2. ox ______
3. stereo ______
4. address ______
5. delivery ______
6. concert ______
7. sash ______
8. loaf ______
9. grade ______
10. knife ______
11. class ______
12. soldier ______
13. half ______
14. direction ______
15. turkey ______
16. tooth ______
17. child ______
18. boulevard ______
19. daughter ______
20. usher ______
21. decoy ______
22. quiz ______
23. sheep ______
24. restaurant ______
25. latch ______

Objective 2.9

PLURALS

DIRECTIONS: Write the plural form of each of the following nouns.

knife ____________________

leaf ____________________

sack ____________________

bell ____________________

fix ____________________

crash ____________________

dish ____________________

table ____________________

watch ____________________

pillow ____________________

lady ____________________

boy ____________________

school ____________________

teacher ____________________

pencil ____________________

light ____________________

face ____________________

foot ____________________

fox ____________________

candy ____________________

clock ____________________

sleeve ____________________

party ____________________

mix ____________________

egg ____________________

batch ____________________

tone ____________________

six ____________________

case ____________________

glass ____________________

tray ____________________

chair ____________________

woman ____________________

tax ____________________

plant ____________________

match ____________________

dash ____________________

puppy ____________________

collar ____________________

shirt ____________________

girl ____________________

class ____________________

fish ____________________

mouse ____________________

wife ____________________

finger ____________________

dog ____________________

fly ____________________

Objective 2.9

PLURALS

DIRECTIONS: Write the singular form for each of the following nouns.

boxes ____________________

cats ____________________

ponies ____________________

brushes ____________________

dairies ____________________

dresses ____________________

assemblies ____________________

lives ____________________

geese ____________________

calves ____________________

bases ____________________

files ____________________

beads ____________________

bikes ____________________

buddies ____________________

planes ____________________

ears ____________________

cities ____________________

trails ____________________

faces ____________________

agencies ____________________

witnesses ____________________

leaves ____________________

lies ____________________

papers ____________________

elves ____________________

beaches ____________________

bodies ____________________

inches ____________________

chins ____________________

shirts ____________________

bottles ____________________

flowers ____________________

waxes ____________________

states ____________________

picks ____________________

books ____________________

concerts ____________________

messes ____________________

switches ____________________

activities ____________________

skates ____________________

years ____________________

teams ____________________

changes ____________________

seconds ____________________

wings ____________________

cries ____________________

Objective 2.9

PLURALS

DIRECTIONS: Fill in the blanks with the correct singular or plural form of the word given in parentheses.

1. The ______________ were in the barn. (pony)
2. I found a ______________. (penny)
3. Of all the ______________ I found that ______________ to be the best. (library)
4. All of the ______________ sat at the table. (woman)
5. I lost two ______________. (tooth)
6. The flock of ______________ flew south. (goose)
7. I raked the ______________. (leaf)
8. The ______________ were howling. (wolf)
9. Put that butcher ______________ down. (knife)
10. I had ______________ an apple. (half)
11. The ______________ are high. (tax)
12. What did you have for ______________? (lunch)
13. Put both ______________ in your room. (brush)
14. Those ______________ ate all of the cheese. (mouse)
15. A cat is supposed to have nine ______________. (life)
16. We saw three ______________ in the forest. (deer)
17. The four ______________ played in the park. (child)
18. The fire left a lot of ______________. (ash)
19. Who left the ______________ on the table? (glass)
20. Do you have any ______________? (pencil)

Objective 2.9

PLURALS

DIRECTIONS: Write the plurals of the following words.

1. promise ______________
2. glass ______________
3. match ______________
4. story ______________
5. puff ______________
6. stranger ______________
7. half ______________
8. radio ______________
9. decoy ______________
10. leaf ______________
11. tooth ______________
12. scissors ______________
13. hero ______________
14. army ______________
15. month ______________
16. trio ______________
17. wife ______________
18. deer ______________
19. cherry ______________
20. woman ______________

DIRECTIONS: Write the plural of each word below. Use each in a sentence.

1. century ________________

   ____

2. bonus ________________

   ____

3. volcano ______________

   ____

4. crowd ______________

   ____

5. reef ______________

   ____

Objective 2.9

SINGULAR POSSESSIVES

Nouns can show possesion or ownership.

DIRECTIONS: To form the possessive of a singular noun, add **'s**. Write the singular possessive of the following words. Remember that nouns that end in ss are singular, for example, glass, dress, and guess.

1. dress ______________________________
2. desk ______________________________
3. wolf ______________________________
4. lawyer ______________________________
5. clown ______________________________
6. bike ______________________________
7. record ______________________________
8. engineer ______________________________
9. mouse ______________________________
10. glass ______________________________
11. store ______________________________
12. flower ______________________________
13. mayor ______________________________
14. bottle ______________________________
15. coach ______________________________
16. computer ______________________________
17. Frank ______________________________
18. address ______________________________
19. island ______________________________
20. boxer ______________________________

Objective 2.9

SINGULAR POSSESSIVES

DIRECTIONS: Change each of the underlined nouns to show ownership. The first one is done for your.

1. the punch of a boxer ______ boxer's punch ______
2. the hair of the girl ____________________
3. the bicycle of the boy ____________________
4. the arm of the man ____________________
5. the window of the store ____________________
6. the wing of the bird ____________________
7. the bedroom of the girl ____________________
8. the lead of the pencil ____________________
9. the chair of the teacher ____________________
10. the trunk of the elephant ____________________
11. the rays of the sun ____________________
12. the medal of the hero ____________________
13. the homework of David ____________________
14. the principal of the school ____________________
15. the crown of the queen ____________________
16. the shoe of the girl ____________________
17. the friend of Mary ____________________
18. the grades of the student ____________________
19. the tail of the monkey ____________________
20. the wings of the angel ____________________

Objective 2.9

PLURAL POSSESSIVES

Plural nouns may also show ownership or possession

DIRECTIONS: To change a plural noun that ends in "s" to a possessive noun, add only an apostrophe. If the noun is a plural but does not end in "s", like men, add 's to form the plural.

1. restaurants ______
2. tourists ______
3. patients ______
4. contestants ______
5. children ______
6. instructors ______
7. assignments ______
8. sheep ______
9. books ______
10. movies ______
11. women ______
12. parents ______
13. buildings ______
14. rules ______
15. stitches ______
16. deer ______
17. teeth ______
18. cheerleaders ______
19. nominees ______
20. mice ______

Objective 2.9

PLURAL POSSESSIVES

DIRECTIONS: Change each of the underlined nouns to show ownership. Write the plural possessive on the line after each phrase.

1. the hats of the ladies ____________________
2. the locker room of the girls ____________________
3. the cries of the babies ____________________
4. the club of the men ____________________
5. the bicycles of the children ____________________
6. the voices of the parents ____________________
7. the herds of the cowboys ____________________
8. the toys of the twins ____________________
9. the grade books of the teachers ____________________
10. the families of the soldiers ____________________
11. the representatives of the countries ____________________
12. the friends of my brothers ____________________
13. the desks of the students ____________________
14. the tails of the mice ____________________
15. the reporters of the newspapers ____________________
16. the lounge of the secretaries ____________________
17. the workers of the factories ____________________
18. the presidents of the classes ____________________
19. the ideas of the writers ____________________
20. the bills of the patients ____________________

Objective 2.9

POSSESSIVES - SINGULAR AND PLURAL

DIRECTIONS: Write the singular possessive, plural, and plural possessive of the singluar nouns given below. Look at the examples to see how to do this. Make four columns on a piece of paper, label the first column singular noun; label the second column singular possessive; label the third column plural noun; and label the fourth column plural possessive.

Example:

Singular Noun	Singular Possessive	Plural Noun	Plural Possessive
boy	boy's	boys	boys'
man	man's	men	men's
poster	poster's	posters	posters'
answer	answer's	answers	answers'
tooth	tooth's	teeth	teeth's
radio	radio's	radios	radios'

1. journey
2. apple
3. hospital
4. individual
5. canyon
6. recess
7. goose
8. woman
9. president
10. basketball
11. fixture
12. child
13. mouse
14. voice
15. month
16. basement
17. tournament
18. season
19. match
20. file
21. cabinet

Objective 2.9

POSSESSIVES - SINGULAR AND PLURAL

DIRECTIONS: Fill in the blank with the correct form of the word at the end of the sentence.

1. The ________________ favorite meal is barbecued chicken, corn, and salad. (family)
2. ________________ new song is a really good one. (Bess)
3. The ________________ difficulty resulted from unclear directions. (test)
4. The ________________ antics made all of us laugh. (monkeys)
5. The ________________ findings led to the conviction of only one man. (investigators)
6. They were pleased with the ________________ judgment. (teacher)
7. This ________________ temperatures were much cooler than usual. (summer)
8. The ________________ land was parched from the drought. (farmer)
9. We never forgot that ________________ greatest contribution to us was that he wanted us to do our best always. (Mr. Grey)
10. We know that the ________________ renovation was into the millions of dollars. (buildings)
11. The ________________ night deposits were missing. (bank)
12. The ________________ singing filled the air. (choir)
13. The ________________ wages were not enough for the purchase. (week)
14. The ________________ work was not finished. (day)

(Continued)

Objective 2.9

Possessives (continued)

15. My economics ________________ lectures are quite boring. (professor)

16. The ________________ jobs were in jeopardy. (operators)

17. The ________________ promises were unrealistic. (politicians)

18. We visited our ______________ capital while we were on vacation. (nation)

19. The ______________ security depended on secrecy. (mission)

20. The ______________ crosswalk was blocked. (pedestrians)

UNIT II VOCABULARY **Student Study Sheet**

Objective 2.10

HOMONYMS

Homonyms are words that sound alike but are spelled differently and have different meanings. The following is a listing of the most common homonyms.

1. write, right,
2. knight, night
3. hair, hare
4. nose, knows
5. where, wear
6. threw, through
7. grown, groan
8. bow, bough
9. week, weak
10. flee, flea
11. beet, beat
12. creak, creek
13. meat, meet
14. need, knead
15. hole, whole
16. shoe, shoo
17. made, maid
18. tea, tee
19. we, wee
20. blue, blew
21. tale, tail
22. capital, capitol
23. pail, pale
24. holy, wholly
25. male, mail
26. weigh, way
27. board, bored
28. cents, sense, scents
29. buy, by, bye
30. steel, steal
31. already, all ready
32. here, hear
33. hour, our
34. ate, eight
35. for, four, fore
36. break, brake
37. deer, dear
38. thrown, throne
39. seems, seams
40. fourth, forth
41. pear, pare, pair
42. seas, sees, seize
43. to, two, too
44. read, reed
45. air, heir
46. alter, altar
47. led, lead
48. aisle, isle
49. bare, bear
50. coarse, course
51. fair, fare
52. past, passed
53. sole, soul
54. wait, weight
55. seen, scene
56. one, won
57. hi, high
58. pain, pane
59. tide, tied
60. read, red
61. not, knot
62. peace, piece
63. due, do, dew
64. so, sew, sow
65. straight, strait
66. vain, vane, vein
67. sight, cite, site
68. reign, rain, rein
69. whose, who's
70. you, ewe

Objective 2.10

HOMONYMS

DIRECTIONS: Circle the correct homonym in each sentence.

1. This is the (fourth, forth) day of the month.
2. Mom wants a (fur, fir) coat.
3. He broke the window (pain, pane).
4. The baby deer is a (doe, dough).
5. I want to (buy, by) a new Thunderbird.
6. Please tell me the (weigh, way) to the main office.
7. The new (board, bored) is 5 feet long.
8. How many (cents, sense) in a dollar.
9. I ripped the (seem, seam) in my coat.
10. Do you (know, no) how to drive a stick shift?
11. How many days were you absent last (week, weak)?
12. We ate a (whole, hole) watermelon.
13. This knife is made of (steal, steel).
14. The criminal was put into the (sell, cell).
15. That engineer was slow in putting on the (brake, break).
16. Mom made a great (dessert, desert) last night.
17. Do you like (bred, bread) and sugar sandwiches?
18. The (maid, made) comes only on Thursday.
19. We have a (knew, new) mayor in our town.
20. Please read that story (aloud, allowed).
21. What shall I (ware, wear) to the party?
22. Do you like lemon in your (tee, tea)?
23. He is (air, heir) to a great deal of money.
24. Your face is extremely (pale, pail).

Objective 2.10

HOMONYMS

While most homonyms must simply be memorized, here are a few clues to help you remember the homonyms below.

there:	has here in it which means "in this place." There means "in that place."
their:	is a possessive pronoun meaning "belonging to them."
they're:	is really a contraction for they are. Try saying "they are" in a blank to see if they're is the form you want.
your:	is a possessive pronoun meaning "belonging to you."
you're:	is a contraction for you are. Try "you are" in a blank to see which form you want.
whose:	is a pronoun meaning "belonging to whom."
who's:	is a contraction for who is.
here:	means "in this place."
hear:	has an ear in it which hears.
its:	is a possessive pronoun meaning "belonging to it."
it's:	is a contraction for it is.
two:	means the number, 2.
to:	means towards.
too:	means also, more than enough, in addition.
forth:	means to go forward.
fourth:	has the number four in it.

Objective 2.10

HOMONYMS

DIRECTIONS: Choose the correct homonym from those in parentheses and fill in the blank(s).

1. (two, to, too) The ___________ boys walked very slowly ___________ the house.
2. (here, hear) Did you __________ that noise?
3. (their, there) He is over __________, near the door.
4. (forth, fourth) July __________ is an important holiday.
5. (It's, Its) ___________ a shame he had to miss the party.
6. (Your, You're) __________ right about __________ method of doing the work.
7. (There, Their) __________ car is the Mercedes over __________.
8. (here, hear) Please ask David to come __________.
9. (two, to, too) The house is __________ large for me.
10. (They're, There, Their) __________ are many people here.
11. (Whose, Who's) __________ going to attend the convention?
12. (You're, Your) __________ taking a big chance.
13. (its, it's) The dog found __________ way home in the dark.
14. (whose, who's) My friend Mike, __________ an honor student, got a scholarship to college.

(Continued)

Objective 2.10

Homonyms (continued)

15. (forth, fourth) When I move __________, I will be __________ in line.

16. (two, to, too) Kellie wants __________ apply for __________ jobs.

17. (whose, who's) Can you find out __________ car is parked outside?

18. (There, They're, Their) __________ is a nice motorcycle.

19. (Your, You're) __________ very helpful.

20. (Here's, Hear's) __________ your book.

Objective 2.10

HOMONYMS

Homonyms are words that sound alike but are spelled differently and have different meanings. Read the following paragraph:

> The whether was beautiful yesterday. Wee went two the beech with hour friends. Their were many cars on the rode. We bathed in the son for an our and went swimming. Wee eight dinner on the weigh home. We arrived home at ate o'clock at knight. I was sew tired, I went strait to bed and slept until won o'clock.

Many words in the sentences of the above paragraph sound correct. However, these words do not have the correct spelling or the correct meaning to fit the sentences in which they were used. The words used incorrectly were homonyms. Circle the homonyms which were used incorrectly in the above paragraph.

Now copy the above paragraph using the correct homonyms which fit the meanings of the sentences.

____

____

____

____

____

____

____

(If you are not sure which homonym of a word pair to use in a sentence, read the entire sentence to find out which homonym fits the meaning of the sentence.)

Objective 2.10

HOMONYMS

DIRECTIONS: Read the following letter. Circle the homonyms which were used incorrectly. Then, copy the letter in the space provided, making all corrections.

Deer Hairy,

How our ewe? I'm fine. The winter whether is knot two bad hear. Eye kind of like the cooler whether. It's a relief from the hot summer son. Won thing Eye enjoy is ice-skating. Eye could skate four ours. Eye also like skiing and slay rides at knight. Eye wish ewe were hear.

Love,

Betty

(Hint: There are 23 incorrect homonyms)

Objective 2.11

ANALOGIES

DIRECTIONS: Below are pairs of words that have something in common. Find the thing which they have in common in the list and write the letter in the correct blank. Each letter may be used only once.

1. _____ clock, person
2. _____ bird, person
3. _____ piano, lock
4. _____ window, lamp
5. _____ kite, cat
6. _____ comb, person
7. _____ bicycle, car
8. _____ bicycle, piano
9. _____ bed, person
10. _____ needle, person
11. _____ river, person
12. _____ lake, river
13. _____ airplane, bird
14. _____ car, chair
15. _____ ruler, yardstick
16. _____ hourglass, beach

A. both have seats
B. both have wings
C. both have teeth
D. both have tails
E. both have two feet
F. both have keys
G. both give light
H. both measure
I. both have pedals
J. both have wheels
K. both have heads
L. both have eyes
M. both have mouths
N. both have faces
O. both have banks
P. both have sand

Objective 2.11

ANALOGIES

DIRECTIONS: Write the relationship which exists between each pair of words below:

1. star : galaxy
2. sunset : sunrise
3. carat : diamond
4. disapproval : contempt
5. researcher : facts
6. carpenter : hammer
7. candy : sweet
8. deliver : receive
9. furnace : heat
10. sap : tree
11. disease : sanitation
12. Samaritan : kind
13. roar : hum
14. beard : hair
15. school : student
16. dwarf : giant
17. auto : gasoline
18. dam : water
19. German shepherd : dog
20. finger : hand

Which one is irrelevant?

DIRECTIONS: Place a check before the word in each group that does not fit the others in the group.

1. _____ minute
   _____ hour
   _____ inch
   _____ second

2. _____ American
   _____ Washington
   _____ person
   _____ woman

3. _____ cereal
   _____ lily
   _____ food
   _____ rye

4. _____ meat
   _____ pork
   _____ fish
   _____ steak

5. _____ rose
   _____ flower
   _____ ivy
   _____ insect

6. _____ lamp
   _____ statue
   _____ Lincoln
   _____ marble

Objective 2.11

FOUR STEPS TO SOLVING ANALOGIES

Step 1. Ask yourself, "what is the relationship between the first two words given?" Example Oak : tree :: a) sun : moon b) flower : lily c) rain : growth d) poodle : dog

Step 2. State the relationship of the first two words in a sentence (e.g., "An oak is a kind of tree.")

Step 3. Test the other choices in the sentence which expresses the relationship. Insert each pair of words in the order given in the spots held by the first pair of words in that sentence. Ask if the resulting sentence expresses the same relationship as the first pair (or is the sentence true). Test **ALL** choices.

***Remember that the words must be tested in the order given.

Example:

Choice A: A sun is a kind of moon. Is this true?

Choice B: A flower is a kind of lily. Is this true?

Note that the relationship is reversed here. DON'T BE TRICKED!

Choice C: Choice D:

The correct answer is ______. Why?

Step 4. If two or more choices seem to fit, go back to Step 1, and try to think up a less general relationship. For example, if you had decided that the relationship between oak and tree was "They are both living things," choices "b" and "d" would fit that description, so you need to be more specific. Once you have found a more specific relationship, repeat Steps 3 and 4.

Objective 2.11

PRACTICE USING THE FOUR STEPS

A. Foot : toe :: a) flower : rain
b) hand : finger
c) steering wheel : car
d) head : tail

Step 1. What is the relationship between foot and toe?

Step 2. Write that relationship as a sentence.

Step 3. Test all choices by inserting the words in the same order in the sentence from Step 2.

Write "true" or "not true" after each choice.

a) c)

b) d)

Step 4. The correct answer is ____ because _________.

B. Carpenter : hammer :: a) neck : cat
b) sock : foot
c) wrench : plumber
d) dentist : drill

Step 1. What is the relationship between carpenter and hammer?

Step 2. Write the relationship as a sentence.

Step 3. Test all choices by inserting the words in the same order in the sentence from Step 2.

Write "true" or "not true" after each choice.

a) c)

b) d)

Step 4. The correct answer is _____ because ______.

Objective 2.11

ANALOGIES

1. gunpowder : explosion ::

A. loud : noise   C. fire : heat

B. safe : dangerous   D. hospital : morgue

(1) What is the relationship between Gunpowder and Explosion?

(2) Make the relationship into a sentence:

(3) Test other choices in the sentence.

(4) The correct answer is __________ because ________________________________.

2. soldier : rifle ::

A. cook : spatula   C. war : destruction

B. rice : soup   D. paratrooper : fly

(1) What is the relationship between Soldier and Rifle?

(2) Make the relationship into a sentence:

(3) Test the other choices in the sentence.

(4) The correct answer is __________.

3. phone : communicate ::

A. up : down   C. boat : sail

B. travel : car   D. weather : temperature

4. wings : flight ::

A. soap : cleaning   C. book : story

B. wonder : mystery   D. winter : summer

(Continued)

Objective 2.11

Analogies (continued)

5. boy : masculine

A. Sally : John
B. baseball : glove
C. girl : feminine
D. man : men

6. goose : geese ::

A. right : left
B. wonder : mystery
C. sow : boar
D. mouse : mice

7. eye : face ::

A. window : door
B. hot : cold
C. foot : toe
D. big : small

8. throw : frisbee ::

A. teacher : fact
B. play : work
C. bounce : basketball
D. funny : joke

9. carpenter : saw ::

A. window : see
B. painter : brush
C. life : death
D. tree : leaf

10. paintbrush : paint ::

A. happiness : laugh
B. voice : musical
C. screwdrivers : screw
D. crankcase : crank

11. sit : stand ::

A. night : day
B. wonder : mystery
C. life : birthday
D. walk : saunter

12. dog : mammal ::

A. sit : stand
B. snake : reptile
C. John : boy
D. summer : hot

Objective 2.11

ANALOGY REVIEW

1. A word is compared to an antonym of itself

   SLAVE : FREEMAN :: desolate: ______________________________

2. A male is compared to a female

   COLT : FILLY :: buck: ______________________________

3. An object is compared to the material of which it is made

   COAT : WOOL :: dress: ______________________________

4. One element of time is compared to another element of time

   DAY : NIGHT :: sunrise: ______________________________

5. A lesser degree is compared to a greater degree

   HAPPY : ECSTATIC :: warm: ______________________________

6. A user is compared to his tool

   DENTIST : DRILL :: farmer: ______________________________

7. A creator is compared to a creation

   ARTIST : PICTURE :: poet: ______________________________

8. A broad category is compared to a narrower category

   RODENT : SQUIRREL :: fish: ______________________________

9. A person is compared to a characteristic

   GIANT : BIGNESS :: baby: ______________________________

(Continued)

Objective 2.11

Analogy Review (continued)

10. A person is compared to his profession

TEACHER : EDUCATION :: ________________ : medicine

11. An instrument is compared to a function it performs

YARDSTICK : MEASUREMENT : photography : ______________

12. The plural is compared to the singular

WE : I :: they : ________________________________

13. A symbol is compared to an institution

FLAG : GOVERNMENT:: cross : _____________________

14. A reward is compared to an action

MEDAL : BRAVERY :: ____________________ : championship

15. An object is compared to an obstacle that hinders it

AIRPLANE : FOG :: ______________________ : rut

16. Something is compared to a need that it satisfied

WATER : THIRST :: ___________________ : hunger

17. A family relationship is compared to a similar family relationship

FATHER : SON :: uncle : _____________________________

18. Something is compared to its natural medium

SHIP : WATER :: airplane : __________________________

19. Something is compared to something else that can operate it

DOOR : KEY :: ______________________ : combination

20. A virtue is compared to a failing

BRAVERY : COWARDICE :: honesty : ____________________

21. An element is compared to an extreme of itself

WIND : TORNADO :: water : ___________________________

Objective 2.11

ANALOGIES

DIRECTIONS: Choose a word from the list below and write it in the correct blank.

bushel
knives
house
plural
several
year
play
sixteen
woman
body
men
nation
people
bushel
cupboard
peach
pine
fork
Congress
gross

1. Goose is to geese as knife is to ____________________
2. Mouse is to mice as man is to ____________________
3. One is to many as person is to ____________________
4. Some is to many as few is to ____________________
5. Individual is to crowd as singular is to ____________
6. Day is to week as month is to ____________________
7. Ten is to hundred as four is to ____________________
8. Pint is to quart as peck is to ____________________
9. One is to dozen as dozen is to ____________________
10. Page is to book as shelf is to ____________________
11. Toe is to foot as tine is to ____________________
12. Base is to lamp as foundation is to ________________
13. Chapter is to book as scene is to __________________
14. Seed is to orange as stone is to __________________
15. Roof is to house as head is to ____________________
16. Father is to family as President is to ______________

UNIT II VOCABULARY **Learning Activity**

Objective 2.11

ANALOGIES

DIRECTIONS: Analogies are words that are related to each other in some way. Find the word in the lists below that completes the analogy and write it on the line.

cottage
puppy
pint
cow
goose
century
shed
pup
sunflower
boulevard
grape
jet
linear foot
foal
creek

1. LARGE is to WATERMELON as TINY is to ____________
2. HIGH is to SKYSCRAPER as LOW is to ____________
3. NARROW is to ALLEY as WIDE is to ____________
4. LONG is to MILE as SHORT is to ____________
5. COLT is to HORSE as GOSLING is to ____________
6. SQUAB is to PIGEON as CALF is to ____________
7. BEAR is to CUB as HORSE is to ____________
8. DEER is to FAWN as SEAL is to ____________
9. YARDSTICK is to RULER as QUART is to ____________
10. HORSE is to PONY as DOG is to ____________
11. OCEAN is to LAKE as RIVER is to ____________
12. ONE is to TEN as DECADE is to ____________
13. OAK is to REDWOOD as DAISY is to ____________
14. ROWBOAT is to SHIP as MONOPLANE is to ____________
15. BED is to CRADLE as PALACE is to ____________

Objective 2.11

DIRECTIONS: Complete the following analogies, using your own words. Note that this format allows for more than one correct answer.

1. Birds : Beaks :: Men: ______________
2. Dancing : Ballet Shoes :: Hockey: ______________
3. Beer : Inebriated :: Work: ______________
4. Disease : Cure :: Questions: ______________
5. Earth : Land :: Ocean: ______________
6. Desk : Wood :: Tank: ______________
7. Plant : Pot :: Salad: ______________
8. Dog : Bark :: Horse: ______________
9. Golf : Club :: Baseball: ______________
10. Book : Read :: Song: ______________
11. Bite : Teeth :: Walk: ______________
12. Beef : Cow :: Pork: ______________
13. Geometry : Math :: Chemistry: ______________
14. Note : song :: Word ______________
15. Apple : Tree :: Grape: ______________
16. Bracelet : Arm :: Ring: ______________
17. Teacher : Teach :: Doctor: ______________
18. Pine : Wood :: Torino: ______________
19. "The Beatles" : Rock Music :: Beethoven: ______________
20. Car : Land :: Boat: ______________

(Continued)

Objective 2.11

Analogies (continued)

21. Foot : Ankle :: Hand: ______________
22. Lead : Pencil :: Ink: ______________
23. United States : North America :: France: ______________
24. Man : Woman :: Boy: ______________
25. Wire : Electricity :: Pipe: ______________
26. Fish : Pond :: Bird: ______________
27. Pizza : Italian :: Taco: ______________
28. Bird : Feathers :: Bear: ______________
29. Ring : Finger :: Earring: ______________
30. Paper : Tree :: Wool: ______________
31. Train : Track :: Boat: ______________

UNIT III

LITERATURE

OBJECTIVE

3.0 Identify the fundamental characteristics of major literary genres.

The student should be able to:

3.1 recognize characterization, plot, setting, conflict, atmosphere, and other elements of fiction or non-fiction.

3.2 identify vocabulary, biographical information, and elements of fiction within given stories.

INTRODUCTION

Students enjoy literature when it is on a level that they can understand. Literature is a good way of strengthening vocabulary and developing an awareness of people, places and situations. Students can discuss elements found in literature that relate to their experiences. Thus, literature offers an avenue for students to express themselves.

Since the ultimate aim is for students to develop an appreciation of a variety of literature, some preparation is necessary before starting a literature unit.

An appreciation of literature can be accomplished in several ways:

One approach is to have the students create a story using original characters and plot.

Another approach would be to introduce classical stories by priming the students' interest in the characters they are about to meet (e.g., who they are, what they do, and how they succeed or fail).

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Use role playing and skits.

2. Use of television shows and movies for literary discussion.

3. Use open-ended stories to provide an opportunity for students to share a variety of responses and information.

4. Contrast an original play against its modern counterpart.

5. Have students prepare visuals - from posters to costume making.

6. Have a talent show in which the students portray characters from the stories they have read.

7. Have four groups of students write short stories based on the same basic characters and plot. (These stories can be done independently or they can be done in a way that should show how setting, conflict, etc. affect the way a character reacts.)

    a. Have the class or a group create four to six characters. Have them name the character (wife, boss, neighbor, enemy, abandoned child, etc.) and list the physical and personality characteristics of the named characters.

    b. Have the class decide the general plot line development (e.g., man abandons family to become the best lawyer in town; aliens attack friendly village of South American peasants while another, smaller group attacks the sophisticated business community of Washington, D.C.; four children solve crime that baffled police for seven years).

    c. After dividing the class into groups, have each group independently select a setting, describe the setting as to time and physical characteristics, and tell how that setting affected the characters.

(Continued)

   d. Have each group select a conflict appropriate to the characters, plot, and setting.

   e. Have each group select an atmosphere, describing which things will be used to develop the atmosphere.

   f. If desired, other elements could be added to the group stories to make them more complete.

9. Students can be asked to give an oral report on the different steps and reasoning behind their character and plot development. They can read their story orally, and participate in costume-making, scenery, posters, leading class discussions on points brought up in the story, etc.

10. Follow the steps in #8 above using some of the largest movies or television shows with which students are familiar. Students would analyze the story, answering the type of questions found on the learning activity sheets on characters, plot, setting, conflict, etc.

11. Be sure students are familiar with the new vocabulary they need to know in order to understand the story. Make and use flash cards for reinforcement.

12. Familiarize the students ahead of time with the characters they will encounter in each story. Preview the setting and other information relevant to the understanding and appreciation of the stories.

13. Use a variety of materials to present literature to the poor reader (e.g., films, filmstrips, records, teacher-read stories).

Literature Selections

The literature unit contains some learning activities and tests developed for eleven stories. A listing of the authors with a brief, biographical sketch; main characters; and a vocabulary list is provided for each of these selections on pages 124-129. The stories in this unit were selected because they are available in most school libraries. Support materials such as filmstrips and cassettes or records are available to supplement many of these story selections, as well.

A suggested sequence of activities to be used with the stories is presented below.

Each story might take from two to four days to complete. Students may be required to turn in a notebook of all the vocabulary, summary pages, and tests.

Suggested Sequence of Activities

1. Before introducing a story, pass out summary page (see page 130).

   On chalkboard or on a transparency give the following information which is to be filled in on the summary page:

   a. name of story
   b. author
   c. background information on the author
   d. main characters in the story and something about each one

(Continued)

Objective 3.0

2. Also on the board, have a list of vocabulary words and definitions which are to be copied by the student on the vocabulary sheet (p. 131). Introduce and discuss each word and definition.
3. Read the story (or view the film or filmstrip, etc.).
4. Discuss the story as a class.
5. Each student will write his or her own summary on the summary sheet (see p. 130). The teacher will be able to tell if students have really comprehended the story and help to clarify thinking.
6. Give a test on each story.
7. Introduce the next new story and repeat process.
8. Provide continuous review of previous stories and vocabulary.
9. Give the literature exam on all stories, characters, authors, and vocabulary.

Objective 3.0

Summary of Literature Selections

1. Story: The Hunchback of Notre Dame

   Author: Victor Marie Hugo

   French poet and novelist; born 1802; wanted to be a writer from age 14; first book published at age 22.

   Main Characters:

   Quasimodo - the hunchback
   Esmeralda - the gypsy girl

   Vocabulary:

   1. confess - admit a crime
   2. execute - put to death according to law
   3. hunchback - person with a hump on the back
   4. torture - causing terrible pain in order to punish
   5. gypsy - tribe of people who wander from place to place, earning money by putting on shows and telling fortunes
   6. cathedral - very large church

2. Story: The Pit and the Pendulum

   Author: Edgar Allan Poe

   American author; born 1809; adopted by Mr. Allan; attended West Point; said to be an alcoholic and a drug addict. Other reports deny this. Very sad life.

   Main Characters:

   Prisoner

   Vocabulary:

   1. swoon - faint, dizzy
   2. dungeon - a deep, dark jail
   3. pendulum - a free swinging weight
   4. ravenous - very hungry
   5. tormentor - one who inflicts suffering agony
   6. unique - one of a kind

(Continued)

Summary of Literature Selections (continued)

3. Story: Cask of Amontillado

Author: Edgar Allan Poe

American author; born 1809; adopted by Mr. Allan; attended West Point; said to be an alcoholic and a drug addict. Other reports deny this. Very sad life.

Main Characters:

Fortunado - a trusting person
Montresor - seeking revenge

Vocabulary:

1. cask - barrel
2. revenge - get back
3. dank - damp
4. doom - final destiny, future
5. palazzo - small palace
6. catacombs - underground burial grounds

4. Story: The Black Cat

Author: Edgar Allan Poe

American author; born 1809; adopted by Mr. Allan; attended West Point; said to be an alcoholic and a drug addict. Other reports deny this. Very sad life.

Main Characters:

man
black cat

Vocabulary:

1. atrocity - a shocking, cruel event
2. apparition - ghost-like appearance
3. loath - hate strongly
4. perverse - stubborn, turned away from right, corrupt
5. aversion - dislike
6. caress - to display affection

(continued)

Objective 3.0

Summary of Literature Selections (continued)

5. Story: The Tell-Tale Heart

Author: Edgar Allan Poe

American author; born 1809; adopted by Mr. Allan; attended West Point; said to be an alcoholic and a drug addict. Other reports deny this. Very sad life.

Main Characters:

young man
old man

Vocabulary:

1. terror - intense fear
2. agony - intense pain
3. villain - evil person
4. hideous - very ugly

6. Story: Wuthering Heights

Author: Emily Bronte

Born in England in 1818; mother died when she was 3. Lived in many boarding homes; very sensitive and shy. Couldn't bear for anyone to know her thoughts and feeling so she wrote them down.

Main Characters:

Catherine
Heathcliff

Vocabulary:

1. decent - proper and right
2. desolate - not lived in, deserted
3. vagabond - wanderer, tramp
4. revealed - made known, told
5. moped - moved around in a dull, silent or sad way
6. pitied - felt sorry for

(Continued)

Objective 3.0

Summary of Literature Selections (continued)

7. Story: The Legend of Sleepy Hollow

Author: Washington Irving

Born in New York in 1873; youngest of 11 children; attended many schools but never graduated; practiced law but was bored and turned to writing as a hobby.

Main Characters:

Ichabod Crane - a school teacher
Katrina - a beautiful young lady
Brom Bones - a man infatuated with Katrina

Vocabulary:

1. Hessian - German trooper
2. epitaph - words on a tombstone
3. gloated - praised self
4. formidable - brings on fear
5. dismal - gloomy, dreary
6. supernatural - beyond the powers of nature

8. Story: Call of The Wild

Author: Jack London

Born in 1876 in San Francisco; one of ten children in a very poor family; ran around with a rough crowd; started traveling and spent a lot of time in Alaska.

Main Characters:

Buck - a dog

Vocabulary:

1. Master - one who rules another
2. savage - wild, cruel
3. disaster - a tragedy, terrible event
4. ideal - perfect, ideal
5. shallow - not deep
6. restless - active, can't stay still

(Continued)

Objective 3.0

Summary of Literature Selections (continued)

9. Story: The Taming of the Shrew

Author: William Shakespeare

Born in 1564 in England; worked as a teacher; began writing at age 30; wrote stories, poetry, and plays; unlike most writers, wrote every type of story; became quite famous while still living.

Main Characters:

Katherine - the Shrew
Petruchio - her husband

Vocabulary:

1. shrew - woman who is stubborn and argues
2. courtship - the time of dating before marriage
3. humorist - person who jokes a lot
4. dowry - gifts to the husband from the wife's family
5. courteous - to be kind and polite
6. obedient - to obey and behave

10. Story: The Merchant of Venice

Author: William Shakespeare

Born in 1564 in England; worked as a teacher; began writing at age 30; wrote stories, poetry, and plays; unlike most writers, wrote every type of story; became quite famous while still living.

Main Characters:

Bassanio - a friend who needed money to marry
Antonio - a friend who borrowed money
Shylock - a money lender
Portia - a rich, smart lady

Vocabulary:

1. usurer - person who lends money and collects interest
2. merchant - a trader, one who sells
3. reproach - scold, criticize
4. heiress - a woman who inherits money
5. suitor - one who courts or dates a girl hoping to marry her

(Continued)

Objective 3.0

Summary of Literature Selections (continued)

11. Story: Romeo and Juliet

Author: William Shakespeare

Born in 1564 in England; worked as a teacher; began writing at age 30; wrote stories, poetry, and plays; unlike most writers, wrote every type of story; became quite famous while still living.

Main Characters:

Juliet - a member of the Capulet Family
Romeo - a member of the Montegue Family

Vocabulary:

1. banish, banishment - to be forced to leave your own country
2. slain - killed, murdered
3. phial - small glass container
4. rapture - strong delight
5. nuptials - wedding activities
6. draught - a drink

Objective 3.0

SUMMARY

Period ____ Date ________

Student's Name: ____

Title of Story: ____

Author: ____

Information about the author:

Main characters in the story:

Summary:

Objective 3.0

VOCABULARY

Vocabulary Word	Definition	Synonym

Choose three words from the list above, then write a sentence for each vocabulary word you selected below.

1. ______________________________

2. ______________________________

3. ______________________________

Objective 3.1

ORIGINAL STORY

DIRECTIONS: Complete this worksheet based on class discussion in which you have participated.

Name of Character ______________________________

List five physical characteristics: (Does your character have a scar on his/her face? Is he handsome or is she pretty? Is your character especially short or tall? Is your character fat or thin? What color are his or her eyes?)

1. ____________________ 4. ____________________

2. ____________________ 5. ____________________

3. ____________________

List three personality characteristics: (Is your character greedy, sophisticated, educated, mechanical, curious, lazy, etc.?)

1. ____________________

2. ____________________

3. ____________________

What is this character's relationship to character #2? (Are they related through family? Are they friends? enemies? neighbors? Is this character the principal of a school, the town's minister, the coach?)

____

What is this character's relationship to character #3?

____

(Continued)

Objective 3.1

Original Story (continued)

What is this character's relationship to character #4?

____

What is this character's relationship to character #5?

____

What things are important to this character?

____

____

Is there anything else that we should know about this character? (Did this character hate his/her family? Is this character dreaming of winning something big? Is this character uncomfortable about something?)

____

____

Objective 3.1

ORIGINAL STORY

DIRECTIONS: Complete this worksheet based on class discussion in which you have participated.

This story is generally going to be about:

Who? ______________________________

____

Doing what? ______________________________

____

Why? ______________________________

____

What might cause this person to fail to accomplish his goal?

____

____

What might cause this person to triumph over things?

____

____

Is there anything else that should be in the plot line? (A murder? A discovery? A solved problem? A rejection? A natural phenomenon, such as a storm, hurricane, tornado? A surprise visit?)

____

____

Objective 3.1

ORIGINAL STORY

DIRECTIONS: Working in your group, decide on a setting for your story. Consider time and place. Tell where and when your story takes place and make it more meaningful, more humorous, more mysterious, or more spooky. Each member of the group should fill out one of these sheets and have it ready to turn in.

When does your story take place:

approximate month(s) ____________________

approximate year(s) ____________________

What kinds of things would you see if you looked around (e.g., jets, stagecoaches, radar ovens, travelers walking from place to place)? Name from 5 to 10 things characteristic of the time you have chosen.

____

____

____

____

How has this time period affected the characters in your story (e.g., more likely to die of cancer, made them cynical or doubtful, made them tough in order to survive, made them appreciate nature and natural things more)?

____

____

____

____

(Continued)

Objective 3.1

Original Story (continued)

Where does this story take place? Try to narrow your place down; give it a name. If it is a city, how large a city is it? How modern is it? Try to be specific about the setting you have selected.

Use ten adjectives or descriptive phrases to describe this place. What does this place look like?

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____

Do the characters like living in your setting? ____

Do the characters go along with the beliefs of their time?

Is there anything else about your setting that is important?

Objective 3.1

ORIGINAL STORY

DIRECTIONS: State the conflict of your story. There can be several conflicts. Start with the biggest one and then mention how that conflict has affected the individual characters. List several smaller conflicts, if applicable. You will also need to tell how the major conflict is resolved. If it is not resolved, tell why. (Most conflicts are resolved in stories.)

Is your conflict going to deal with a person fighting against nature (storm, mountains, raging rivers)?

yes no

Is your conflict going to deal with a person fighting his or her inner beliefs or background?

yes no

Is your conflict going to deal with a person fighting against others for something he or she believes in.

yes no

Name the major conflict in your story. ____________________

____

____

Who is most affected by your conflict and why? ______________

____

____

____

(Continued)

Objective 3.1

Original Story (continued)

Are there minor conflicts that relate to the bigger conflict? yes no If so, what are they?

____

____

____

How is your major conflict going to be resolved?

____

____

Will that make someone a hero? yes no Who? __________

Will that make someone a villain? yes no Who? ______

How will this major conflict make the plot more thrilling or exciting? ________________________________

____

____

Objective 3.1

ORIGINAL STORY

DIRECTIONS: Include some elements of atmosphere in your story. Atmosphere encompasses sensations you feel as you experience something. Think of a haunted house at midnight in December. Think of a meadow full of blooming spring flowers. Think of a hospital emergency room during the time when the doctors and nurses are dealing with patients from a major train crash. A good description of the atmosphere can make your story more interesting.

Think for a moment. Are you going to try to create a sense of calm or a sense of alarm? Do you want a sense of romance? Do you want to create something spooky or unusual?

What kind of atmosphere do you want in your story? ______________

____

How do you plan to create this mood? You can do this through your characters, your setting, your conflict and events that you might add to your story.

____

____

____

____

____

____

Objective 3.1

ORIGINAL STORY

DIRECTIONS: You may be able to write or express some of your story in vivid detail. Add imagery to your story so that it has some added interest.

Here's an example where imagery was used to create a sense of pride in an object that a character named John owns.

> The painting hung in a very important place in John's house. The multitude of flowers surrounding two young children at play always reminded John of his youthful ambition to become the leader of many. The painting framed in rich mahogany wood glistened from time to time as light bounced from it in the afternoon sun. John looked to this portrait now as his chest filled with a wonderful sense of satisfaction; his empire was established.

See if you can add a few examples of good, descriptive imagery in writing your story.

Objective 3.1

ORIGINAL STORY

DIRECTIONS: Choose one of the following for a writing assignment.

1. Characterization: Write three paragraphs. One paragraph will be a description of your grandfather or grandmother. Try to give enough information about who he/she is and how he/she feels as you can. You can also describe his/her physical features if you want.

   In the next paragraph describe your father or mother and give a good characterization of him or her. Then, tell about yourself so that three generations of your family are described.

2. Setting: Describe the time in which your grandfather lived, the time in which your father lived and you lived. How were the times economically, socially, militarily, religiously, etc.? Tell where each of you lived and describe the settings.

3. Conflict: List three problems that you had or have and how you solved those problems. How did the problems make you feel? Would you consider these problems serious ones?

UNIT III LITERATURE **Test**

Objective 3.2

I. The following vocabulary words are from three stories: The Hunchback of Notre Dame, The Pit and the Pendulum, and The Cask of Amontillado. Write the correct word next to its definition.

confess
swoon
gypsy
revenge
hunchback
dank
pendulum
catacombs
tormentor
cask
execute
palazzo
dungeon
doom
unique
torture
ravenous
cathedral

1. causing terrible pain in order to punish ________
2. a deep, dark jail ________
3. small palace ________
4. one of a kind ________
5. faint, dizzy ________
6. very large church ________
7. tribe of people who wander ________
8. very hungry ________
9. damp ________
10. put to death according to law ________
11. final destiny, future ________
12. one who inflicts suffering, agony ________
13. admit a crime ________
15. underground burial grounds ________
16. free-swimming weight ________
17. person with hump on the back ________
18. to get back at ________

(Continued)

Objective 3.2

Original Story (continued)

II. Tell which story each word is from by writing the numerals 1, 2, or 3 on the lines after each vocabulary word below.

1. The Hunchback of Notre Dame
2. The Pit and the Pendulum
3. The Cask of Amontillado

pendulum ______
palazzo ______
catacombs ______
cask ______
revenge ______
hunchback ______
gypsy ______
cathedral ______
dank ______

III. Use each of the following words in a sentence of your own.

torture -

swoon -

execute -

unique -

confess -

IV. Write one of the vocabulary words in each blank.

1. He has been very mean to me, I will get my ________
2. The ____________________ was telling fortunes.
3. My car is __________________ , there is no other like it.
4. Dead people are buried in the ______________________
5. Because he killed a man, we must ___________ him.
6. I will not ___________to a crime I did not commit.

Objective 3.2

The Black Cat

DIRECTIONS: Write the correct word next to its definition.

atrocity
aversion
perverse
loath
apparition
caress

1. display affection ____________________
2. ghost-like appearance ____________________
3. stubborn ____________________
4. hate strongly ____________________
5. a shocking, cruel event ____________________
6. dislike ____________________

The Tell-Tale Heart

DIRECTIONS: Write the correct word next to its definition.

terror agony villain hideous

1. intense pain ____________________
2. very ugly ____________________
3. evil person ____________________
4. intense fear ____________________

Use each word again to complete each sentence correctly.

5. The ____________________ creature frightened the children.
6. He was in ____________________ when the bullet struck his head.
7. The horror picture filled my mind with ____________________
8. The police searched for the ____________________

Objective 3.2

The Tell-Tale Heart

Note: The numbers on this page refer to the paragraph numbers in The Tell-Tale Heart which was printed in the September 23, 1976 issue of Scope magazine. The questions may be used in another printed version of the story, but the paragraph numbers may not apply.

DIRECTIONS: Answers the following questions about the story, The Tell-Tale Heart.

#2 Which word means:

a thought ____________________

a wish ____________________

#3 What does "My blood ran cold" mean? ________________

____

#5 What would be another word for a ray of light? ________ of light

#6 What annoyed the young man? the old man or the evil eye

#7 Which word in this paragraph means "smart"? __________

#8 What does "chuckled" mean? ________________

#9 Was the room light or dark? ________________

#10 What does "terror" mean? ________________

#13 Does the old man know that the young man is in the room? ________________

#14 Describe the eye. ________________

#15 ____

#16 The young man compares the beating of the old man's heart to the beating of a ________________

(Continued)

Objective 3.2

The Tell-Tale Heart (continued)

#20 How does the young man kill the old man? ________________

____

#21 Is a "muffled sound" loud or soft

#22 How does the young man check to see if the old man is dead?

#23 Describe the wise way he hid the body. ________________

____

#25 How many police came? ________________________

#29 What does the young man think he hears in his ears?

____

____

#30 What does it sound like to him? ____________________

#33 Do the police suspect the young man of anything? _______

#34 Why does he confess? ________________________

____

Objective 3.2

Wuthering Heights

I. Write the letter of the definition beside the correct word.

__________	1. decent	a.	wanderer, tramp
__________	2. desolate	b.	not lived in, deserted
__________	3. vagabond	c.	moved in dull, silent,
__________	4. revealed		sad way
__________	5. moped	d.	proper and right
__________	6. pitied	e.	made known, told
		f.	felt sorry for

II. Fill in the blanks using words 1-6 above.

1. I ________________ the boy who was left to starve.
2. The thief _______________ his hide-away.
3. The ________________ worked at odd jobs for food.
4. When my boyfriend said good-by, I _______________ around the house.
5. Honesty is the ______________ way to live.
6. The _______________ desert town was spooky.

III. Answer the questions.

1. Did Catherine love Heathcliff? ____________________
2. Catherine married a cousin who lived nearby. True or False _______________
3. Did Catherine and Heathcliff marry? ______________
4. Heathcliff died at the end of the story. True or False _______________
5. This story is a: a) comedy b) tragic love story c) horror story
6. This story was written by a: a) man b) woman

Objective 3.2

The Legend of Sleepy Hollow

I. Write the letter of the definition by the correct word.

________	1. Hessian	a. brings fear to a person
________	2. epitaph	b. German trooper
________	3. gloated	c. words on a tombstone
________	4. formidable	d. beyond nature, not normal
________	5. dismal	e. gloomy, dreary
________	6. supernatural	f. praised self silently

II. Fill in the blanks using words 1-6 above.

1. The ______________ fought on horseback.
2. It was a ______________ rainy night.
3. He ______________ over his victory at the game.
4. His ______________ will read: "Here lies a feared, but gentle man.
5. The gypsy said she had ______________ powers.
6. He rode to meet his ______________ rival in a duel.

III. Answer the questions.

1. The ghost of Sleepy Hollow was also known as the a) "Headless" Horseman b) preacher c) Hessian.
2. Ichabod Crane was a: a) thief b) preacher c) teacher.
3. Ichabod loved: a) Katrina b) Catherine c) Maria.
4. Ichabod's rival was: a) Mynheer Van Tassel b) Brom Bones c) the Hessian.
5. Who married the beautiful rich girl? a) Brom Bones b) Ichabod.
6. The village people proved that Ichabod met his fate with the ghost. a) true b) false

UNIT III LITERATURE Test

Objective 3.2

DIRECTIONS: The following vocabulary words are taken from Call of the Wild, The Taming of the Shrew, and The Merchant of Venice. Write the correct word next to its definition.

master
savage
disaster
shallow
obedient

shrew
courtship
humorist
courteous

usurer
reproach
ideal
suitor

merchant
heiress
dowry
restless

1. a woman who inherits money ____________________

2. not deep ____________________

3. a trader, one who sells ____________________

4. to be kind and polite ____________________

5. a person who jokes a lot ____________________

6. wild, cruel ____________________

7. person who lends money and collects interest ____________________

8. active, can't stay still ____________________

9. the time of dating before marriage ____________________

10. criticize, scold ____________________

11. gifts to the husband from the wife's family ____________________

12. perfect, desirable ____________________

13. one who courts or dates a woman hoping to marry her ____________________

14. woman who is stubborn and argues ____________________

15. to obey and behave ____________________

16. one who rules another ____________________

17. a tragedy, a terrible event ____________________

UNIT III LITERATURE Test

Objective 3.2

I. DIRECTIONS: List the characters given below under the story in which they appear.

Portia
Petruchio
Antonio
Shylock
Buck
Bassanio
Katherine

Call of The Wild	The Taming of The Shrew	The Merchant of Venice

II. DIRECTIONS: Use each of these words in a sentence.

1. disaster ______________________________
2. suitor ______________________________
3. obedient ______________________________

III. DIRECTIONS: Write a vocabulary word in each blank to complete each sentence correctly.

1. During their ____________, the man sent the woman flowers every day.
2. That plane wreck was a ____________.
3. The ____________ sold only pots and pans.
4. The girl's ____________ consisted of four pigs, two chickens, and five silver coins.
5. The dog looked all over for his ____________.
6. My teacher will ____________ me if I forget my homework.
7. I was bored; I felt ____________.

(Continued)

Objective 3.2

Test (continued)

8. Little children must swim in the ______________ end of the pool.

9. The disagreeable, screaming woman was a ______________.

10. The person who lent me that money was a ______________

11. If you are ______________, you follow instructions.

12. Bob Hope is a ______________.

13. The man who wants to marry my daughter is her __________

14. The young child was polite and ______________ and always minded her manners.

15. The ______________ class would always be good, quiet, and ready to work.

16. The lady became an ______________ when her rich father died.

17. That ______________ dog killed all the hens.

18. Which vocabulary word is a compound word?

____

19. Which vocabulary word has only one syllable?

____

Objective 3.0

I. DIRECTIONS: Choose the correct description of each story title below. Write the letter of the description on the line.

_____ 1. Wuthering Heights

_____ 2. Call of the Wild

_____ 3. The Hunchback of Notre Dame

_____ 4. Black Cat

_____ 5. Merchant of Venice

_____ 6. Legend of Sleepy Hollow

_____ 7. Pit and the Pendulum

_____ 8. Romeo and Juliet

_____ 9. The Tell-Tale Heart

_____ 10. The Taming of the Shrew

_____ 11. Cask of Amontillado

A. Man loves animals but kills pets

B. Two people who grew up together, loved each other, but were never able to marry

C. Man sentenced to die and thrown into dungeon with a deep pit

D. The story of a father with two daughters he is trying to marry off

E. Two teenagers who have a tragic love and marriage

F. A young man bothered by an old man's eye

G. A dog is sent to Alaska and turns back to nature

H. Quasimodo falls in love with a gypsy girl

I. A man who lends money and expects a pound of flesh as payment

J. About a school teacher and a headless horseman

K. A man plans a terrible revenge for a man who insulted him

Objective 3.0

II. DIRECTIONS: List the characters under the correct story title.

Fortunado
Esmeralda
Portia
Quasimodo
Katherine
Bassanio
Antonio
Prisoner
Montresor
Old man
Shylock
Juliet
Romeo
Buck
Heathcliff
Katrina
Petruchio
Catherine
Ichabod Crane
Young man
Black Cat
Brom Bones

1. Hunchback of Notre Dame
2. Pit and The Pendulum
3. Cask of Amontillado
4. Black Cat
5. The Tell-Tale Heart
6. Wuthering Heights
7. Legend of Sleepy Hollow
8. Call of The Wild
9. Taming of The Shrew
10. Merchant of Venice
11. Romeo and Juliet

Objective 3.0

III. DIRECTIONS: Match the definitions to the correct vocabulary words. In the first part, write the letter of the definition on each line. In the second part, write the correct numeral in front of each definition.

____ 1. swoon
____ 2. dungeon
____ 3. pendulum
____ 4. ravenous
____ 5. tormentor
____ 6. unique
____ 7. confess
____ 8. execute
____ 9. hunchback
____ 10. torture
____ 11. gypsy
____ 12. cathedral
____ 13. master
____ 14. savage
____ 15. disaster
____ 16. ideal
____ 17. shallow
____ 18. restless

A. faint, dizzy
B. deep, dark cell
C. admit a crime
D. put to death according to law
E. a tragedy, terrible event
F. person with hump on back
G. free swinging weight
H. one of a kind
I. very large church
J. very hungry
K. perfect, desirable
L. tribe of people that move from place to place
M. one who rules another
N. causing terrible pain
O. one who inflicts suffering
P. wild, cruel
Q. not deep
R. active, can't stay still

---

1. shrew
2. humorist
3. dowry
4. courteous
5. obedient
6. courtship
7. banish
8. decent
9. slain
10. desolate
11. rapture
12. vagabond
13 phial
14. revealed
15. nuptials
16. moped
17. pitied
18. draught

____ A. person who jokes a lot
____ B. not lived in, deserted
____ C. killed, murdered
____ D. gifts to husband from wife's family
____ E. strong delight, happiness
____ F. to be kind and polite
____ G. moved around in dull, silent, sad way
____ H. wanderer, tramp
____ I. time before marriage, dating time
____ J. made known, told
____ K. felt sorry for
____ L. proper and right
____ M. woman who is stubborn, argues a lot
____ N. forced to leave one's own country
____ O. wedding activities
____ P. to obey and behave
____ Q. small glass container
____ R. a drink

Objective 3.0

IV. DIRECTIONS: Match the vocabulary words to their definitions. Write the correct numeral on each line.

1.	terror	_____	A.	underground burial grounds
2.	usurer	_____	B.	trader, one who sells
3.	merchant	_____	C.	intense pain
4.	agony	_____	D.	praised self silently, bragged
5.	casual	_____	E.	barrel
6.	revenge	_____	F.	get back at
7.	catacombs	_____	G.	small place
8.	epitaph	_____	H.	intense fear
9.	palazzo	_____	I.	words on tombstone
10.	supernatural	_____	J.	final destiny, future
11.	suitor	_____	K.	person who lends money and gets interest
12.	gloated	_____	L.	one who dates with hopes to marry
13.	doom	_____	M.	beyond the powers of nature

1.	villain	_____	A.	gloomy, dreary
2.	perverse	_____	B.	very ugly
3.	atrocity	_____	C.	woman who inherits money
4.	reproach	_____	D.	stubborn, does opposite
5.	hideous	_____	E.	damp
6.	formidable	_____	F.	ghost-like appearance
7.	apparition	_____	G.	brings on fear, opponent
8.	heiress	_____	H.	scold, criticize
9.	loath	_____	I.	display affecting, hug
10.	dismal	_____	J.	evil person
11.	dank	_____	K.	German trooper
12.	Hessian	_____	L.	dislike
13.	aversion	_____	M.	hate strongly
14.	caress	_____	N.	a shocking cruel event

Objective 3.0

V. DIRECTIONS: Match the author to each story. Authors may be used more than once. Write the correct letter on each line.

____ 1. Tell-Tale Heart
____ 2. Legend of Sleepy Hollow
____ 3. Cask of Amontillado
____ 4. Call of the Wild
____ 5. Hunchback of Notre Dame
____ 6. Wuthering Heights
____ 7. Black Cat
____ 8. Taming of the Shrew
____ 9. Pit and The Pendulum
____ 10. Merchant of Venice
____ 11. Romeo and Juliet

A. Edgar Allan Poe
B. William Shakespeare
C. Victor Marie Hugo
D. Emily Bronte
E. Washington Irving
F. Jack London

VI. DIRECTIONS: Write "T" for True and "F" for False.

1. The author of Sleepy Hollow was once a lawyer. ____________
2. Jack London spent most of his time in San Francisco. ____________
3. Shakespeare was English. ____________
4. The author of Hunchback of Notre Dame was French. ____________
5. Shakespeare wrote only plays. ____________
6. Edgar Allan Poe had a very happy life. ____________
7. Emily Bronte wrote animal stories. ____________
8. The author of Call of the Wild ran with a wild group. ____________
9. The author of Black Cat was a drug addict. ____________
10. Emily Bronte was a very shy girl. ____________

Objective 3.0

VII. DIRECTIONS: Circle the correct answer.

1. Esmeralda loves: a) Quasimodo b) churchman c) captain in the army.
2. Juliet's last name was: a) Montegue b) Montresor c) Capulet.
3. An author who wrote stories 400 years ago is: a) Poe b) Victor Hugo c) Shakespeare.
4. Poe was: a) English b) American c) French.
5. Shakespeare wrote: a) plays b) poems c) stories d) all of these.
6. Amontillado is: a) the name of a man b) a kind of wine c) a barrel d) a city.
7. Romeo's last name was: a) Montegue b) Montresor c) Capulet.
8. In the The Pit and the Pendulum, the prisoner: a) jumps into the pit b) is burned to death c) is saved.
9. Petruchio tames Katherine by: a) saying nothing is good enough for her b) loving her c) agreeing with her.
10. The starving orphan was: a) Heathcliff b) Ichabod Crane c) Petruchio.
11. The shrew was a) Katrina b) Catherine c) Katherine.
12. Portia was married to: a) Antonio b) Bassiano c) Fortunado.
13. Juliet's death was by: a) stabbing b) poison c) a drug.
14. The man in the Black Cat: a) cuts out the eye of his cat b) hangs his cat c) burns him.
15. Katrina marries: a) Petruchio b) Brom Bones c) Ichabod Crane.

Objective 3.0

16. All parts in plays at the time of Shakespeare were played by: a) men b) women c) both.

17. Heathcliff and Catherine: a) married b) had a child c) loved each other.

18. The money lender was: a) Shylock b) Montresor c) Bassiano.

19. Ichabod Crane was: a) a chicken b) a hero c) a storekeeper

20. In the story The Tell-Tale Heart, the young man: a) kills the old man b) buries the man under planks c) both of these

VIII. DIRECTIONS: Fill in the blanks.

1. Montresor __________________ Fortunado alive.

2. Ichabod Crane was afraid of the ________________________ __________________.

3. In The Tell-Tale Heart, the young man did not like the old man's __________________.

4. Quasimodo is a ____

5. Buck ended up running with a pack of __________________

6. Catherine's father found ________________ starving in the streets.

7. Esmeralda was a ____________________.

8. A man who lends money and charges interest at a high rate might be known today as a _______________________ .

IX. Which story did you like best? ____

Why? ____

__________________________ ____________________________

UNIT III LITERATURE **Final Examination**

Objective 3.0

I. DIRECTIONS: Write the letter of the title in front of the correct description of the story below.

A. Cask of Amontillado
B. Taming of The Shrew
C. Romeo and Juliet
D. The Pit and the Pendulum
E. The Tell-Tale Heart
F. Wuthering Heights
G. The Legend of Sleepy Hollow
H. The Merchant of Venice
I. The Black Cat
J. The Hunchback of Notre Dame
K. Call of the Wild

_____ 1. Man loves animals but kills his pets.
_____ 2. Two people who grew up together, loved each other, but were never able to marry
_____ 3. Man sentenced to die, put in dungeon with pit
_____ 4. Father has two daughters he is trying to marry off
_____ 5. Two teenagers have a tragic love and marriage
_____ 6. A young man bothered by an old man's eye
_____ 7. A dog is sent to Alaska and returns to nature
_____ 8. Quasimodo falls in love with a gypsy girl
_____ 9. A man lends money, expects a pound of flesh
_____ 10. A school teacher and a headless horseman
_____ 11. A man plans a terrible revenge

II. DIRECTIONS: Use the letters above to name the story to which each character belongs.

Quasimodo _____________
Shylock _____________
Catherine _____________
Juliet _____________
Portia _____________
Katherine (Kate) _____________
Esmeralda _____________
Romeo _____________
Ichabod Crane _____________
Buck _____________

(Continued)

Objective 3.0

Test (continued)

III. DIRECTIONS: Match the words and their definitions. Write the numeral or letter in front of the correct definition.

1.	perverse	_____	very large church
2.	revenge	_____	perfect, desirable
3.	agony	_____	very hungry
4.	usurer	_____	causing terrible pain
5.	swoon	_____	killed, murdered
6.	ravenous	_____	stubborn, does the opposite
7.	unique	_____	faint, dizzy
8.	confess	_____	admit a crime
9.	torture	_____	forced to leave own country
10.	cathedral	_____	one of a kind
11.	ideal	_____	gifts to husband-to-be
12.	dowry	_____	dating time
13.	courtship	_____	intense pain
14.	banish	_____	get back at
15.	slain	_____	person who lends money

A.	desolate	_____	wedding activities
B.	vagabond	_____	felt sorry for
C.	nuptials	_____	a shocking, cruel event
D.	pitied	_____	very ugly
E.	epitaph	_____	words on a tombstone
F.	supernatural	_____	wanderer, tramp
G.	doom	_____	hate strongly
H.	atrocity	_____	beyond the powers of nature
I.	reproach	_____	display affection, hug
J.	hideous	_____	damp
K.	heiress	_____	scold, criticize
L.	loath	_____	final destiny, future
M.	dank	_____	woman who inherits money
N.	Hessian	_____	not lived in, deserted
O.	caress	_____	German trooper

(Continued)

Objective 3.0

Test (continued)

IV. DIRECTIONS: Write the name of the author in front of the story he or she wrote. Use the names below.

Edgar Allan Poe
William Shakespeare
Victor Marie Hugo
Emily Bronte
Washington Irving
Jack London

1. ________________ wrote Wuthering Heights

2. ________________ wrote The Tell-Tale Heart
The Cask of Amontillado
The Black Cat
The Pit and the Pendulum

3. ________________ wrote Call of the Wild

4. ________________ wrote The Legend of Sleepy Hollow

5. ________________ wrote The Hunchback of Notre Dame

6. ________________ wrote The Taming of the Shrew
The Merchant of Venice
Romeo and Juliet

V. Essay Question

DIRECTIONS: Give the reasons why Antonio did not have to pay a pound of flesh.

(Continued)

Objective 3.0

Test (Continued)

VI. DIRECTIONS: Circle the best answer.

1. Quasimodo loves: a) Esmeralda b) Portia c) Katrina.
2. Amontillado is: a) a place b) a wine c) a man.
3. In the Tell-Tale Heart, the young man: a) kills the old man b) buries him under planks c) both of these.
4. The money lender was: a) Montressor b) Shylock c) Bassanio.
5. In the Pit and The Pendulum, the prisoner: a) jumps into the pit b) is burned to death c) is saved.
6. Juliet's death was by: a) stabbing b) poison c) drugs.
7. Heathcliff and Catherine: a) married b) had a child c) loved each other.
8. The Shrew was: a) Katherine b) Catherine c) Katrina
9. Buck was: a) a dollar b) a dog c) a man.
10. On the way home, Ichabod Crane: a) falls in love b) falls off a horse c) disappears.
11. The starving orphan was: a) Fortunado b) Heathcliff c) Petruchio.
12. Fortunado is: a) buried alive b) thrown into a pit c) married to Portia.
13. Esmeralda is: a) a lawyer b) a gypsy c) a Shrew.
14. Flesh means: a) meat b) blood c) money.

UNIT IV

ORAL COMMUNICATIONS

Objective 4.0

OBJECTIVE

4.0 Participate in formal and informal oral language activities.

The student will be able to:

4.1 demonstrate clear articulation and appropriate pronunciation.

4.2 respond to questions with clarity.

4.3 participate in oral classroom activities: group discussion, class oral reading, role playing, reports, etc.

4.4 identify basic elements of delivery in speech making.

INTRODUCTION

Students are often reluctant to speak in a class because they anticipate being laughed at and believe what they have to say is unimportant or too personal. All students learn valuable lessons from learning to speak to one another and to listen to others who are speaking. Students frequently speak to teachers, but not to other students within their classes. It is important to create a comfortable environment in which students will feel at ease when speaking.

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Permit students to discuss their feelings about a recent news story or an existing school situation or problem. This will create an environment conducive to the sharing of ideas and feelings.
2. Place desks in a circle and have students talk to each other from their desks.

(Continued)

Objective 4.0

Suggested Instructional Strategies (continued)

3. Have students speak for short periods of time.
4. Plan your unit of oral communication for later in the year when students are more familiar and more comfortable with each other.
5. Make students feel more at ease by providing a chair and podium from which they can speak.

SUGGESTED STUDENT ACTIVITIES

1. Have the students relate their experience and feelings about speaking in front of their class.
2. Have students learn to listen for information by reading them a story from which you have selected vocabulary words for them to define from the listening.
3. Have the students listen to a newspaper article or a magazine article and have them write down information that they remember.
4. Have the students listen to an editorial and comment on what was said or how they feel about what was said.
5. Have the students listen to a brief paragraph and ask them to tell the "who, when, where, why, and how" of the information.

Objective 4.1

STANDARD ENGLISH

DIRECTIONS: Rewrite the following words so that if they were spoken correctly all of their sounds would be heard.

1. gonna ____________________
2. hafta ____________________
3. could of ____________________
4. wanna ____________________
5. fixin to go ____________________
6. swimmin ____________________
7. will ya ____________________
8. what cha got ____________________

Objective 4.1

CLASS PRESENTATIONS

DIRECTIONS: Answer the following questions. Try to be as honest as you can.

1. Is it hard for you to talk in front of your class if your teacher asks you to tell about something that happened to you?
2. Is it hard for you to make a speech in front of your class?
3. Do you think that it is easy for other students to talk in front of the class?
4. Do you find it easy to talk on the phone for hours?
5. Do you find that it is easy to talk to your friends in the hall?
6. Do you listen mainly to others who talk instead of doing a lot of the talking?
7. Do you feel that you could give a short talk in front of the class without feeling too uncomfortable?
8. Do you enjoy listening to other students give talks to the class?
9. Are there certain subjects that you prefer to talk about? If so, please list what they are.
10. Do you see a need for developing speaking skills within a classroom?

Objective 4.5

CLASS PRESENTATIONS

DIRECTIONS: Choose any two of the following as topics for informal speeches in class. You may need to write down the main points of your talk. These speeches should be about 2-3 minutes long.

1. Tell about an experience that was the happiest in your life.
2. Tell about an experience that was the saddest in your life.
3. Tell about an experience that was embarrassing in your life.
4. Tell about something that happened at school this week.
5. Tell about a favorite story that happened within your family.
6. Tell a story about a spooky place or a scary place.
7. Describe a place that is fun for teenagers.
8. Tell about a favorite relative, friend, or someone that you've known that has been a big influence in your life.
9. Tell about the way your family celebrates a particular holiday or how you spend your vacation.
10. Tell about a picture that the teacher hands to you or one that you have been asked to bring in.
11. Tell how to make a really good sandwich, pizza, or submarine sandwich.
12. Invent a new game and tell the class how to play it.
13. Create an advertisement for a product that you use, or make a new product.
14. Tell constructive ways about how to change your school for the better.
15. Tell a story about an animal you have owned or loved.

Objective 4.5

ORAL PRESENTATION

DIRECTIONS: Complete the following information on the topic you have selected.

Identify your topic ____

____

List the events or points that you wish to cover in the order in which they should be presented.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____

Is your story in the right order? Does it have a beginning, middle and end? Yes _____ No _____ If not, add the parts that are missing.

Did you conclude your story so that people will know how it ended?

____

____

Objective 4.5

FORMAL SPEECH

DIRECTIONS: Choose any two of the following topics for making a formal speech in class. Most of these topics will require some research or gathering of facts. Factual information will make what you have say more convincing.

1. Speak in favor of or against something. For example, military spending, 12-month school year, extended school day, message on TV about cigarette smoking, etc.

2. Nominate someone to office.

3. Speak on a specific subject.

4. Report on a book you have read.

5. Recite a poem you have read or written and give an explanation of it.

6. Relate the events of a well-known person's life.

7. Report on people and their predictions of things to come.

8. Compare or contrast two or three like products. For example, stereos, computers, and telephone services.

9. Interview a business person or a community leader and organize the information received for a report to the class.

Objective 4.5

FORMAL SPEECH

DIRECTIONS: For formal speeches, numbered one, three, six, seven, eight and nine on the previous page, fill out the following form. This form should help you organize your thoughts and information in order to communicate your ideas effectively.

Give the subject or title of your speech.

____

Think about the purpose of your giving this speech. It may be to provide information. It may be to influence someone's way of thinking. It may be to entertain. It may be to share some information you have learned. If it helps to state your purpose, do so on the next line.

Purpose: _______________________________________

List at least 10 facts that you have found out about your subject.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____

Objective 4.5

FORMAL SPEECH

Make an outline for your speech. Think about the order for your speech. Will you put things in the order in which they occurred? Will you put things in the order of importance, listing the most important first and the least important last? Will you list all of the good comments and then all of the bad instead of mixing them up and jumping back and forth? Will you be giving your personal views or opinions or giving factual information?

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________
10. ______________________

You should be ready to deliver your speech. Some of the things that you will want to think about now are your appearance and making yourself as prepared as possible for the speech. Do you feel that your appearance could make a difference in the attitude of your audience? Do you feel that a slow, clear delivery will be better understood? Would making a poster or other visual aid help your audience understand your topic better?

Objective 4.5

FORMAL NOMINATION SPEECH

DIRECTIONS: Complete the following information in preparation for a nomination speech.

Name the person you are nominating: ____________________

Name the office that you are nominating the person for:

____

List five former jobs, experiences, or club activities that would have prepared this individual for the office that he or she is seeking.

1. ____
2. ____
3. ____
4. ____
5. ____

List at least five character traits that would make this person worthy of getting my vote. Tell how those traits make the person more qualified to run the elected office.

1. ____
2. ____
3. ____
4. ____
5. ____

Now think about organizing your speech so that you will present your information and candidate in the best possible manner.

Objective 4.5

BOOK REPORT

DIRECTIONS: Complete the following information to help prepare for an oral book report.

Title of the book: ________________________________

Author of the book: ________________________________

Type of book: ________________________________

List three to four characters and briefly tell about each one.

Name of character one: ________________________________

____

Name of character two: ________________________________

____

Name of character three: ________________________________

____

Name of character four: ________________________________

____

Where does the story take place? ____________________

Briefly describe the location: ____________________

____

When does the story take place? ____________________

____

(Continued)

Objective 4.5

Book Report (continued)

List 5 - 10 facts or events that occurred in this book.

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______
9. ______
10. ______

Make an outline of the plan to deliver the information:

A. Beginning of speech or story: ______

______

______

______

______

______

______

______

(Continued)

Objective 4.5

Book Report (continued)

B. Middle of speech or story: ______________________________

C. End of speech or story: ______________________________

D. Tell why you did or did not enjoy the book:

UNIT V

THE WRITING PROCESS

OBJECTIVE

5.0 Write for a variety of purposes (functional and creative) and audiences, using all stages of the writing process.

5.1 Pre-composition Skills--Grammar and Usage

The student should be able to:

5.1.1 recognize proper subject-verb and pronoun-antecedent agreement.

5.1.2 identify correct forms of possessive pronouns.

5.1.3 identify correct forms of the comparative and superlative degrees of adjectives.

5.1.4 identify the proper tenses of verbs.

5.1.5 correctly use commas before coordinating conjunctions, with nouns of address, dates, addresses, and items in a series.

5.1.6 identify the subject complements.

5.1.7 identify correct punctuation for a given sentence.

5.1.8 identify and apply capitalization rules.

5.1.9 identify examples of simple, compound, complex sentences.

5.1.10 identify and use standard English.

Objective 5.0

5.2 Composition

5.2.1 write simple, compound, and complex sentences.

5.2.2 write declarative, interrogative, exclamatory, and imperative sentences.

5.2.3 gather ideas and information for an initial writing activity.

5.2.4 organize initial writing information into topics and subtopics.

5.2.5 compose paragraphs for a variety of purposes and audiences.

5.2.6 revise and edit paragraphs using teacher and peer responses.

5.2.7 write a business letter; correctly address an envelop and write a friendly letter.

5.2.8 complete written forms, applications, and questionnaires.

5.2.9 write messages

5.2.10 write a set of simple directions.

5.2.11 write to express opinions, explore emotions, ideas, and problems.

5.2.12 master appropriate Minimum Student Performance Standards for Florida Schools on writing required for SSAT, Part I.

Objective 5.0

SUGGESTED INSTRUCTIONAL STRATEGIES

Tense

Have the students take a piece of paper and number it from 1-10. Tell them that you are going to read ten sentences, and after listening to each sentence read, they are to write whether it was written in present, past or future tense.

Standard Usage

Ask students to listen carefully to conversations they may hear in classes, at home, on the radio or television, and have them write and bring to class ten examples of substandard or incorrect English they have heard.

Declarative, Imperative, Interrogative, and Exclamatory Sentences

1. A method for teaching sentence variety or type is to reproduce a paragraph from the newspaper, a magazine or a book. Underline eight sentences and ask the student to identify them as declarative, interrogative, imperative, or exclamatory. Then have the student underline other sentences and label them according to their sentence type.

2. Allow students to look over former writing assignments that they have done and identify sentences which are declarative, interrogative, imperative, or exclamatory. If they cannot find any interrogative, imperative or exclamatory sentences, you can ask them to rewrite a selection using the various types of sentences.

3. The teacher reads 20 sentences, and the students are asked to identify the type of sentence.

4. The teacher asks students to give a sentence illustrating a certain type of sentence, and the other students confirm whether the student did so correctly.

Objective 5.0

Topics and Subtopics

1. Have students list in one minute all the words can think of that describe a person, a movie, an event, or a book.

2. Have students make a list of responsibilities to parents, pets, self, friends, or groups to which they belong.

3. Have students list jobs or occupations that they may be interested in and where and how to get the training necessary for each.

4. Have students form small groups and brainstorm about a current topic or concern.

5. Have students suggest various subtopics on a subject such as education. Have them brainstorm and try to complete as many as 25-50 subtopics under a particular subject. (Subtopics can include extra-curricular activities, e.g., swimming, basketball, etc.) The subtopics should be written on the board or a transparency so that the students can begin to see an infinite number of choices within any one category.

6. Have students use a book as a resource or interview an adult in order to make a list of subtopics appropriate to a given topic.

Revise and Edit Paragraphs

1. Each student could have a copy of the form on page 263 when doing original writing. This would serve as a reminder of things to watch for.

2. Make a transparency or poster of the form on page 263 so it is available when needed.

3. Using the examples of student writing included (See pp. 261-262), or examples you have collected, have students check for errors. This may be done:
   a. individually and orally
   b. individually on paper
   c. as a group orally
   d. as a group using the board or the overhead

Objective 5.0

4. Have students write at least once a week or more often, if your schedule permits.

5. Point out the importance of checking for capitalization, proper punctuation, correct spelling, correct usage, neatness, and content.

6. Have students keep a folder or notebook of all their writing efforts to be compared with future efforts.

Filling out Forms and Applications

Since there are so many different types of forms, a review of the vocabulary needed to understand the information requested will probably be helpful to your students. Checks and stubs are also forms; therefore, they are included in the vocabulary list (pp. 271-275.) You might find it helpful to make copies of the list for the students or to put them on a transparency.

Also included in this section is a variety of forms to be filled out (pp. 280-287).

1. Put words on flash cards. Hold up and have students give meanings.

2. Give meanings and have students find right words.

3. Show samples of each form and have students identify.

4. Have students fill out forms and ask other students to check for accuracy.

5. Collect samples of common credit or job application forms, so students can practice completing them. Suggested sources: Burger King, McDonalds, Wendy's, Pizza Hut, Sears, K-Mart, banks, and supermarkets.

Written Messages

Students are eager to know the detail of things that concern them. If they receive a phone call while they are away from home, they want to know all the details. This may help them remember that in taking written messages for others it is important to include all pertinent information.

Objective 5.0

1. Have students practice giving and taking telephone messages. Teacher and student or student and student can role play phone calls. As a group discuss to see if all information is included. Stress importance of accuracy. If any information is missing or inaccurate, the message may be of little or no value.
2. Write sample invitations to various parties such as birthday, surprise, graduation, special holiday parties or a wedding shower.
3. Write postcards as if on vacation. Try to get essential information in a limited space.
4. Write telegrams in 10 words or less. Write telegrams of congratulations, complaints, requests, urgency or condolences.
5. Write requests for information, services, or materials. Suggestions: schedules of trains; concert dates and prices; parts for a broken appliance; free recipe books; and TV or radio advertising offers, etc.
6. Accurate recording of class assignments.

Writing Directions

Writing directions is usually more difficult than giving them orally. Directions and instructions need to be clear and precise enough to be followed by others.

1. Have students write directions for making a peanut butter and jelly sandwich or any other favorite food.
2. Write directions on how to play a game (e.g., baseball, soccer, checkers, etc.).
3. Write directions for fixing food (e.g., pizza, fried chicken, orange juice, cake, ice cream sundae, etc.).

Objective 5.0

4. Give directions on going from one place to another.

5. Give instructions on how to drive a car.

6. Write directions for making something with paper.

7. Write directions for doing an exercise for fitness.

8. Have the student visualize each step and write it down. Before another step is written, the student should go back to the beginning and mentally proceed through steps.

9. Have one student follow another student's written directions to see if anything might be missing.

Objective 5.1.1

SUBJECT-VERB AGREEMENT

DIRECTIONS: Circle the word that makes each sentence standard English.

1. The boys (was, were) going to come over today.
2. It (don't doesn't) matter that we came late, since we came prepared.
3. Marty, Steven and Stuart (has, have) worked with us on several projects.
4. Not one (is, are) left for the time being.
5. I (am, is) guessing that you will apply for the scholarship.
6. The students and the chaperone (is, are) going for band competition in Tampa in July.
7. Nancy (be, is) twenty years old.
8. (Was, Were) Craig and Janet tossing the frisbee?
9. Ms. Lewis (is, are) a teacher with a lot of class!
10. "My friends and I (reports, report) to marching practice by seven", said Blair.
11. You (was, were) blocking my view.
12. The shelves with the fiction books (are, is) new.
13. (Is, are) the passengers boarding the plane?
14. Everyone (likes, like) to go to Six Flags Over Georgia!
15. Maria always (answers, answer) her mother politely.
16. (Have, Has) you met Tee Bigley?
17. Dawn Collins (dances, dance) professionally with the Richardson Dance Corps.
18. One of the boys (refuses, refuse) to comply with the dress code.
19. A pair of pants (is, are) in the closet.
20. Jingles, my dog, (look, looks) so funny when he comes home from the grooming salon.

Objective 5.1.1

SUBJECT-VERB AGREEMENT

DIRECTIONS: Circle the word that makes each sentence standard English. In these sentences make the verbs agree with the subjects that follow:

1. Where (is, are) your friends?
2. There (is are) five magazines on the table.
3. Where (is, are) the two broken cups?
4. There (is, are) a strong wind from the west.
5. Here (is, are) the oldest trees in the park.
6. There (was, were) a letter in the mailbox.
7. There (is, are) several students in the library.
8. Where (is, are) the Big Dipper?
9. (Was, Were) there any more apples on the tree?
10. Here (is, are) the box of pencils.
11. Where (is, are) my math book?
12. There (is, are) six chocolate cookies left.
13. Here (is, are) several old magazines.
14. Where (is, are) the keys for the car?
15. Here (is, are) a box of your old clothes.
16. There (is, are) a good reason for my mistake.
17. Here (is, are) the tracks of a big animal.
18. Where (is, are) my old blue jeans?
19. Here (is, are) the pencils that you lost.
20. There (is, are) my two best friends.

Objective 5.1.1

SUBJECT-VERB AGREEMENT

SINGULAR

It is important for you to know the following words are singular.

another anything everything either neither
each one anyone anybody everyone
everybody no one nobody someone somebody

You can memorize the above words as singular. Many people confuse such words as "everyone" because they think it means a large group of people. Actually, these words refer to people individually.

Therefore, we say: "Everybody needs to turn in his or her assignment."

Notice the "needs" and the "his or her."

The sentences below are correct:

1. Each of the boys refuses to clean his room.
2. Someone in the group was able to get permission to use the pool.
3. Everyone in the class wants to hear Mr. Trawick speak.
4. Neither of the boys likes to visit his counselor.
5. Everybody recalls the incident all too well!
6. Anybody finds fault if he looks hard enough.

Remember -- Words ending in ONE and BODY are singular.

Both ONE and BODY refer to one.

Examples: everyone and everybody
someone and somebody
no one and nobody
anyone and anybody

(Continued)

Objective 5.1.1

SUBJECT-VERB AGREEMENT (continued)

PLURAL

There are only four plural pronouns:

both few many several.

SINGULAR OR PLURAL

There are five pronouns that can be singular or plural:

all some most any none

The initials spell out AS MAN. The way to figure out whether the word is singular or plural is to look at the object of the preposition following it.

For example: Some of the pie (1) is missing.
S

Some of the pies (2 or more) are missing.
P

Most of the program (1) was destroyed.
S

Most of the programs (2 or more) were destroyed.
P

Objective 5.1.1

SUBJECT-VERB AGREEMENT

DIRECTIONS: Place a check before the correct sentence in each pair.

__________ 1. Someone is home.
__________ 1. Someone are home.

__________ 2. Someone in the family is home.
__________ 2. Someone in the family are home.

__________ 3. Each refuses to answer my question.
__________ 3. Each refuse to answer my question.

__________ 4. Each of the boys refuses to answer my question.
__________ 4. Each of the boys refuse to answer my question.

__________ 5. Some of the people is here.
__________ 5. Some of the people are here.

__________ 6. Some of the presentation is interesting.
__________ 6. Some of the presentation are interesting.

__________ 7. Was everybody in class?
__________ 7. Were everybody in class?

__________ 8. Was everybody in the group in class?
__________ 8. Were everybody in the group in class?

__________ 9. Can several goes?
__________ 9. Can several go?

__________ 10. Can several of the girls goes?
__________ 10. Can several of the girls go?

__________ 11. Some of the pie is good.
__________ 11. Some of the pie are good.

__________ 12. Some of the pies is good.
__________ 12. Some of the pies are good.

Objective 5.1.1

SUBJECT-VERB AGREEMENT

DIRECTIONS: Circle the correct answer. Remember the points from the Student Study Sheet on pages 190-191.

1. Every one of the boys (wants, want) to play soccer.
2. Several of the gymnasts (qualifies, qualify) for the fall meet.
3. Everybody (believes, believe) that Marnie will accept the post of head majorette in the new school year.
4. One of the computer club members (makes, make) his own programs.
5. Many of the bus routes (has, have) been relocated.
6. Most of the stores (is, are) doing well since the new shopping center opened.
7. Neither of the pens (writes, write) very well.
8. All of the items (was, were) collected by the Boy Scouts.
9. (Is, Are) all of these seats taken?
10. Few of the reports (was, were) correct.
11. None of the pies (is, are) lemon.
12. Neither of the women (pretends, pretend) to be something she is not.
13. Both of the nominated people (deserves, deserve) to win.
14. Neither Joyce nor Mariann (serves, serve) the volleyball very well.
15. Either Mr. Granger or Ms. McLaughlin (was, were) able to sponsor student government this year.
16. Most of the plants (has, have) appreciated the abundance of rain this summer.
17. Neither science nor math (offers, offer) advanced courses in the ninth grade.
18. There (is, are) many who contributed to the fund.
19. Do any of the cars (needs, need) washing?
20. I hope that each of my answers (is, are) correct.

Objective 5.1.1

PRONOUN-ANTECEDENT AGREEMENT

DIRECTIONS: Mark the following with an "s" for singular or "p" for plural. Add a verb that agrees with the pronoun. Write the verb in the last column.

	Pronoun	Singular/plural	Verb
Examples:			
	ANYONE	S	CAN
	MOST OF THE BOYS	P	WENT
1.	anyone		
2.	several		
3.	most of the boys		
4.	everybody		
5.	one		
6.	both		
7.	either		
8.	some of the soda		
9.	each		
10.	another		
11.	all of the roast		
12.	nobody		
13.	neither		
14.	any of the cars		
15.	anything		
16.	none of the clocks		
17.	many		
18.	few		
19.	everything		
20.	someone		

Objective 5.1.1

PRONOUN-ANTECEDENT AGREEMENT

DIRECTIONS: Place a check before the correct sentence in each pair of sentences.

__________ 1. Someone forgot his/her coat.
__________ 1. Someone forgot their coat.

__________ 2. Someone in the class forgot his coat.
__________ 2. Someone in the class forgot their coat.

__________ 3. Everyone opened his/her book.
__________ 3. Everyone opened their book.

__________ 4. Every one of the students opened his/her book.
__________ 4. Every one of the students opened their book.

__________ 5. Several left his suggestions.
__________ 5. Several left their suggestions.

__________ 6. Several of the students left his suggestion.
__________ 6. Several of the students left their suggestion.

__________ 7. Each is his/her own boss.
__________ 7. Each are their own boss.

__________ 8. Each of the children is his/her own boss.
__________ 8. Each of the children are their own boss.

__________ 9. Few told his/her own side of the story.
__________ 9. Few told their own side of the story.

__________ 10. Few of the coeds told her side of the story.
__________ 10. Few of the coeds told their side of the story.

Objective 5.1.1

PRONOUN-ANTECEDENT AGREEMENT

DIRECTIONS: Circle the correct answer. Remember which pronouns are singular and which are plural.

1. Each of the trainers reviewed (his, their) contract for insurance benefits.
2. All of the girls opened (her, their) checking accounts at the State Bank on Rochelle Street.
3. Few of the accountants gave (his, their) reactions to the new rates.
4. Either Missy or Rachel will lend you (her, their) book.
5. Bubba and his sister invited (his, their) father and stepmother to the school banquet.
6. Each of the Michael Jackson fans waved (his, their) banner.
7. Some people hide (his/her, their) feelings.
8. The Smiths brought (his/her, their) own baby home.
9. Can either of those campers remember (her, their) lock combination?
10. If anyone cares to express (his, their) opinions, he or she may do so now.
11. Has anyone done (his, their) work for the day?
12. Will everyone help (himself, themselves) to the sandwiches and snacks?
13. When will either John or Bill do (his, their) homework if they are still at football practice?

(Continued)

Objective 5.1.1

Pronoun-Antecedent Agreement (continued)

14. If somebody has a watch on, will (he/she, they) tell me what time it is?

15. Each of the players scored more than (his, their) usual number of points.

16. Many of the Key Club members did (his,/her, their) best to make the project successful.

17. Several of the students returned (his/her, their) papers just as the bell rang.

18. Does one of the girls sing (her, their) solo in the talent show?

19. Any of them could have brought (his, their) instruments to the jamboree.

Objective 5.1.1

POSSESSIVE PRONOUNS

Possessive pronouns show possession or ownership. My, mine, your, yours, our, ours, their, theirs are examples of possessive pronouns. No apostrophes are used with possessive pronouns.

Example: Her car is red. Hers is white.

DIRECTIONS: Underline the possessive pronouns in each sentence.

1. My chin was slightly bruised by your wild pitch.
2. Is this yours, or is it mine?
3. I am going to pick up my car after school and drive it home.
4. Your reasons are good, but I still do not believe your story or his.
5. Michael Jackson brought his show to our town.
6. Take mine and leave it in my locker.
7. May I have your order, please?
8. Their dog is running down our street.
9. That book is yours and this one is mine.
10. Do your work and let them do theirs.

DIRECTIONS: Cross out any words in the following list that are not possessive pronouns. Then write a sentence with each possessive pronoun.

it's their there were we're they're its theirs ours

Objective 5.1.2

POSSESSIVE PRONOUNS

DIRECTIONS: Put an appropriate possessive pronoun in each blank to show:

1. the house belongs to you ______________house
2. the car belongs to him ______________car
3. the report card belongs to me ______________report card
4. the tickets belong to Felix ______________tickets
5. the pencil belongs to her ______________pencil
6. the typewriter belongs to us ______________typewriter
7. the home belong to them ______________home
8. the motorcycle belongs to him ______________motorcycle
9. the parents belong to us ______________parents
10. the decision belongs to you ______________decision

DIRECTIONS: Circle the correct possessive pronoun in each sentence.

1. (Our, Ours) family was happy to meet (your, yours),
2. (My, Mine) boss gave me a raise.
3. (Their, Theirs) party was fun.
4. (Her, Hers) brother is a friend of (my, mine).
5. The plant is losing (it's, its) leaves.
6. (My, Mine) sister has (her, hers) term paper.
7. Mother took (her, hers) purse and Dad took (his, him) wallet.
8. The dog buried (its, it's) bone.
9. This television use to be (their, theirs).
10. The class with the highest score was (our, ours).

Objective 5.1.2

POSSESSIVE PRONOUNS

DIRECTIONS: In each blank write the possessive form of the pronoun in parentheses.

(you) 1. ________________ mother called and said to hurry home.

(it) 2. The dog lost ________________ collar.

(he) 3. ________________ team is losing.

(she) 4. What is ________________ name?

(we) 5. ________________ group made the best presentation.

(they) 6. I saw ________________ show and it was great!

(I) 7. I left ________________ at home.

(we) 8. ________________ neighborhood is having a celebration.

(you) 9. Who cut ________________ hair?

(it) 10. ________________ wing was broken.

(they) 11. Do you like ________________ new computer?

(he) 12. The sport bag is ________________.

(it) 13. The chewing gum has lost ________________ flavor.

(they) 14. We visited ________________ grandparents.

(she) 15. ________________ plan was the best one.

DIRECTIONS: Replace the underlined words with an appropriate pronoun.

1. Joe's and my canoe is in the river. ________________

2. Listen to John's speech. ________________

3. Mom paid for Randy's concert ticket. ________________

4. This notebook is belongs to me. ________________

5. Can a zebra lose a zebra's stripes? ________________

Objective 5.1.3

ADJECTIVES IN COMPARISON

We often compare new things with things we already know. Adjectives help to make such comparisons. For example, you may say that one food is "better" than another. There are special forms of adjectives for making comparisons. When you compare one person or thing with another, use the comparative form. When you compare a person or thing with two or more others or with all others in its class, use the superlative form.

1. The comparative form is used when one person or thing is being compared with another. The comparative is made in two ways:

    a. Add er to one or two syllable adjectives.

    b. Use the word more in front of the positive form if the adjective is three syllables or longer.

    examples: My brother is smaller than my sister.

    My brother is more intelligent than my sister.

2. The superlative form is used when two or more things are being compared. The superlative is made in two ways:

    a. Add est to one or two syllable adjectives.

    b. Use the word most in front of the positive form if the adjective is three syllables or longer.

    examples: My brother is the smallest one in the family.

    My brother is the most intelligent one in the family.

Note: Do not use -er with more, or -est with most.

Objective 5.1.3

ADJECTIVES IN COMPARISON

REMEMBER THESE RULES:

1. To compare one person or thing with another, use the comparative. To compare a person or thing with two or more others, use the superlative.

2. Use the word other when you compare something with everything else of its kind.

   example: John is faster than any other runner.

3. Do not use -er with more, or -est with most.

   wrong example: My brother is more smaller than my sister.
   right example: My brother is smaller than my sister.

SOME SHORT ADJECTIVES DO NOT FOLLOW THE ABOVE PATTERN. THESE ADJECTIVES ARE IRREGULAR ADJECTIVES AND HAVE TO BE MEMORIZED.

Adjective	Comparative	Superlative
good	better	best
bad	worse	worst
many	more	most
little	less	least

Objective 5.1.3

ADJECTIVES IN COMPARISON

DIRECTIONS: Circle the choice in parentheses that makes each sentence correct.

1. Isn't that the (most strange, strangest) name you ever heard?

2. Jerry's term paper is (better, more better) than mine.

3. Babe Ruth was one of the baseball's (greatest, most great) players.

4. You have been (kinder, kindest) to me than anyone else.

5. Now that they are married, they are (happier, happiest) than ever.

6. His final exam was (more harder, harder) than it use to be.

7. The junior class was the (loudest, most loud) class at the pep rally.

8. That movie was the (sadder, saddest) I have ever seen.

9. Jack picked out the (most biggest, biggest) steak he could find.

10. It is (easiest, easier) to get parts for American-made cars than for foreign-made cars.

Objective 5.1.3

ADJECTIVES IN COMPARISON

DIRECTIONS: Something is wrong with the comparison in each of the following sentences. Underline the comparison and write it correctly on the line.

1. He is the more famous actor in the world. ____________

2. I feel confident today than I did yesterday. __________

3. He is more bashfuller than anyone I have ever met before. _________________

4. David is most awkward than the other team members.
____

5. Their yard is the attractivest on the entire block.
____

6. Unleaded gas is more expensiver than regular gas.
____

7. My daughter plays the flute gooder than Sharon. _______

8. Florida is the bestest place for a vacation. __________

9. Mrs. Harris is more helpfuler than Mr. Davis. _________

10. Jackie is the tallest of the two girls. _______________

Objective 5.1.3

ADJECTIVES IN COMPARISON

DIRECTIONS: Fill in the blanks with the proper form of the adjective given at the end of each sentence.

1. This dress is ________________ than the other one. (comfortable)
2. This is the ________________ car around. (fast)
3. She is ________________ now than before. (happy)
4. Jack is the ________________ person on the team. (strong)
5. My mother is the ________________ mother of all. (beautiful)
6. Of all the tests, this one was the ________________. (bad)
7. This is the ________________ book in the library. (exciting)
8. This cake is ________________ than the other one. (moist)
9. I am ________________ than my brother. (luck)
10. Fixing the old woman's house was the ________________ thing our club has ever done. (nice)
11. Show me the ________________ photograph you have ever take. (good)
12. Jacksonville is ________________ than Orange Park. (large)
13. Do you think that was the ________________ thing to do? (wise)
14. I think his latest record is ________________ than his first. (good)
15. Which of the five countries has the ________________ runners? (good)
16. Do you think today was ________________ than yesterday? (hot)
17. He is the ________________ boyfriend in the world. (terrific)
18. Where did you put the ________________ electric bill? (recent)
19. She seems to be getting ________________ every day. (forgetful)
20. Look for the ________________ details. (important)

Objective 5.1.4

TENSE

DIRECTIONS: Rewrite the following sentences changing the verb(s) in the sentence to the tense indicated.

1. Walter wanted to go to the game with us. (future)

2. Naomi will see us when we get to school. (past)

3. Shirena goes to the games often. (past)

4. Robert Wall saw the Star Trek movie two times. (future)

5. Tim will sign with the Philadelphia 76ers soon. (past)

6. Rachel did a good job of managing her many responsibilities. (present)

7. Tonia replied to the question with the correct answer. (future)

8. Jean will be asked to make the salad. (past)

9. Lynda Rawlins enrolled in the woodshop class and made herself a bookcase. (future)

10. Miles and Ronnie will go surfing in the morning. (past)

Objective 5.1.4

TENSE

Part A

DIRECTIONS: In the blanks below write present, past or future to tell the tense of each sentence.

_______________ 1. He hurried to get to class on time.

_______________ 2. They probably will arrive before Mom.

_______________ 3 I understand the riddle as well as you do.

_______________ 4. Jessica and Johnny are waiting outside.

_______________ 5. They went to the Olympics for their vacation.

_______________ 6. They will be watching a movie on television tonight.

Part B

DIRECTIONS: In each blank below, write the correct tense of the word in parentheses.

1. We (leave) _________________ tomorrow, won't we.
2. He (ask) _________________ that same question every day, doesn't he?
3. (Be) _________________ you sick yesterday?
4. Last winter we (take) _______________ a trip to Aspen so we could ski.
5. Maria and Jorge (study) __________________ at the University of Florida next year.
6. The children (pretend) _________________ to invite their imaginary friends to tea.

Part C

DIRECTIONS: Select any six verbs and use them in sentences. Write the first two in the present tense, the second two in the past tense, and the last two in the future tense.

Objective 5.1.5

PUNCTUATION

Rules for Punctuation

1. A period always goes at the end of a sentence that makes a request or command.

2. An exclamation mark goes at the end of a sentence that expresses strong feeling or emotion.

3. A question mark goes at the end of a question.

4. An abbreviation is a short form of a word and is always followed by a period. (Doctor - Dr.)

5. A comma is used to separate items in a series when there are at least three items. (Jake forgot his pencil, paper, and textbook.)

6. Use a comma to separate two or more adjectives preceding a noun. (A rusty, old car was parked in the driveway.)

7. Use a comma before and, but, or, and nor when they join parts of a compound sentence. (He studied very hard, and he passed the test.)

8. A comma is used to set off the name of a person spoken to directly. (Mom, I'm home.)

9. Use a comma to set off an introductory word such as well, oh, yes, and indeed. (However, there are many other introductory words.)

10. A comma is used to set aside a word or a group of words placed beside another word to explain it or rename it. (Joe, my friend, is sick.)

11. A comma is used to separate items in dates and addresses. (I was born in Chicago, Illinois on March 21, 1952.)

12. A comma is used after the greeting and closing of a friendly letter. (Dear Sis, ----------- Love, Marcy)

(Continued)

Objective 5.1.5

Rules for Punctuation (continued)

13. Quotation marks are used to enclose a direct quotation, a person's exact words. ("Clean your room," said Dad.)

14. Commas are used to separate a direct quotation from the rest of the sentence. (The Coach yelled, "Keep your eyes on the ball.")

15. Quotation marks are used to enclose the titles of magazine articles, chapters, short stories, essays, poems, television and radio programs, songs, and short pieces of music. ("Riptide" is my favorite show.)

16. Underline the titles of books, newspapers, magazines, plays, movies, works of art, and long musical compositions. (I loved Gone With the Wind.)

Objective 5.1.5

PUNCTUATION

DIRECTIONS: Use the Student Study Sheets to help you punctuate the following sentences. On each line below put the number(s) of the rule(s) that told you what to do.

______________ 1. The small dog was dirty tired and thirsty

______________ 2. Which person do you believe

______________ 3. Oh how great that ocean breeze feels

______________ 4. The Guiding Light a soap opera is really exciting now

______________ 5. Where is room 315 asked the new student

______________ 6. The teacher is telling us to be quiet

______________ 7. Sir may I help you find your coat

______________ 8. I was somewhat disappointed with Gremlins

______________ 9. Last Saturday I fixed my bike mowed the lawn and washed the car

______________ 10. Please begged Todd

______________ 11. The hot sultry night was almost unbearable

______________ 12. We lived in Las Vegas from June 1973 to Nov 1979.

______________ 13. The car hit a tree but no one was hurt

______________ 14. Jay my next door neighbor really loves the navy

______________ 15. Well how does it feel to be working again

______________ 16. The waitress brought the salad soup fried chicken potatoes and hot rolls

(Continued)

Objective 5.1.5

Punctuation (continued)

DIRECTIONS: Use the Student Study Sheets on pages 208-209 to help you punctuate the following sentences. On each line below put the number(s) of the rule(s) that told you what to do.

_______________ 17. My homework assignment went through the wash said Jason

_______________ 18. Oh boy what a great concert

_______________ 19. Have you read The Raven by Edgar Allan Poe

_______________ 20. The Mona Lisa is a very famous painting

_______________ 21. It was a hot humid day

_______________ 22. Barry overslept but he still made it to work on time

_______________ 23. The Republican Convention will be held in Dallas Texas

_______________ 24. Maria asked When will you pick me up

_______________ 25. Maria called to ask when we would pick her up

Objective 5.1.5

COMPOUND SENTENCES

A compound sentence consists of two or more simple sentences joined together. The parts of a compound sentence may be joined by a coordinating conjunction. And, but, and or are the most common coordinating conjunctions.

DIRECTIONS: Underline the coordinating conjunction in the following compound sentences. Place a comma before the coordinating conjunction.

1. My mother likes to buy gadgets for the kitchen and then she usually can't find them.
2. He opened the door and started to run but the principal caught him.
3. Angie overslept but she still made it to work on time.
4. We went along with his ideas because he always seemed to have good judgment.
5. Did Susan quit her job or did she decide to stay?
6. The phone and the doorbell both rang but I answered the phone first.
7. The car has been repaired and it is ready to be picked up.
8. John's punishment was fair because he had been warned about missing curfew several times.
9. Return your library book today or you will have to pay a fine.
10. The disc jockey asked for callers and I was the fifth one.
11. The United States has made a great showing in the Olympics and we can all be proud.
12. I flew to New York on Eastern Airlines but I returned on United.
13. The Junior Class Prom can be a success or it can be a failure.
14. Fill out this application and leave it in the box.

Objective 5.1.5

SUBJECT COMPLIMENTS
(DIRECT OBJECTS, INDIRECT OBJECTS, PREDICATE NOUNS, AND PREDICATE ADJECTIVES)

To help find subject compliments, follow steps 1-4 below:

1. Find and cross out any prepositional phrases.

   example: The car ran the red light ~~at the corner~~.
   Sally put oil and vinegar ~~on her salad~~.
   The girl ~~with red hair~~ is Jan.
   The weather ~~in Florida~~ is unpredictable.

   (words often used as prepositions)

   about
   above
   across
   after
   against
   along
   among
   around
   at
   before
   behind
   below
   beneath
   beside
   between
   beyond
   but (except)
   by
   concerning
   down
   during
   except
   for
   from
   in
   inside
   into
   like
   near
   of
   off
   on
   onto
   out
   outside
   over
   past
   since
   through
   throughout
   to
   toward
   under
   until
   up
   upon
   with
   within
   without

2. Determine the subject and the verb of your sentence.

3. Determine if the verb is action or linking.

4. Look at the remaining words that follow the verb. They may be one of the following:

   a. Direct Object will follow an action verb and receives the action of the verb. Ask yourself "whom" or "what" receives the action.

      example: Kellie invited five friends for lunch.

      subject: Kellie
      verb: invited
      invited whom: friends
      direct object: friends

(Continued)

Objective 5.1.5

Subject Compliments (continued)

b. Indirect Object will come between the verb and its direct object. It may tell "to whom" or "to what" or "for whom" or "for what" about the verb.

example: Leslie sent us her new address.

subject:	Leslie
verb:	sent
sent what:	address (direct object)
to whom:	us
indirect object:	us

*Please note that direct objects and indirect objects are always nouns or pronouns. Every sentence with an action verb does not necessarily have a direct object, and every sentence with a direct object does not necessarily have an indirect object.

c. Predicate Nouns or Pronouns follow a linking verb and refer back to the subject or rename the subject.

example: Bob Hope is a famous comedian.

Comedian is a predicate adjective describing the subject.

We are the ones. Tuesday is my birthday.

John is a soccer player.

d. Predicate Adjectives follow a linking verb and modify or describe the subject.

example: Bob Hope is funny.

Funny is a predicate adjective describing the subject.

My glasses are dirty. A lemon tastes sour.

The beach is wonderful!

**Some verbs such as look, grow, and feel may be used as either linking verbs or action verbs. The are followed by a predicate noun or a predicate adjective only when they are used as linking verbs. They are followed by direct or indirect objects only when they are used as action verbs.

Linking verb: The swimmer felt happy. (Happy is a predicate adjective.)

Action verb: The swimmer felt the water. (Water is a direct object.)

Objective 5.1.6

DIRECT OBJECTS

DIRECTIONS: Read each sentence. Find and cross out any prepositional phrases. Draw one line under the subject, two lines under the verb, and circle the direct object. The first one is done for you.

1. The librarian counted the books ~~on the table~~.
2. Before breakfast, Mother wrapped my birthday present.
3. The whole class attended the play.
4. Aunt Nancy put the dishes in the cupboard.
5. He told the story to his teachers.
6. She threw the baseball across the field.
7. At lunch he showed his skill at break-dancing.
8. That man runs a mile every single day.
9. She cut her hair after the fashion show.
10. I dropped a quarter between the desks.
11. Can you hear the telephone from this room?
12. My new sandals have a broken strap.
13. The policeman caught the thief near the gas station.
14. May I borrow a dollar?
15. The dog chewed the leg of my chair.
16. You must write a note to her soon.
17. Judy carried the baby in her arms.
18. My uncle builds houses for a living.
19. The monkey did some special tricks.
20. The storm totally destroyed my backyard.
21. I counted the number of people in line.
22. We heard that new song on the radio.
23. Last night, Bob dropped his dog during the game.
24. Randy missed the target.

Objective 5.1.6

INDIRECT OBJECTS

DIRECTIONS: Read each sentence. Label the subject (S), the verb (V), the direct object (DO), and the indirect object (IO), if there is one.

S V IO DO
Example: My friend loaned me some money.

1. The dean gave me detention.
2. I do my work every day.
3. The teacher would not give us any free time.
4. She hopped out of bed and brushed her teeth.
5. Will you buy me some gum?
6. The artist drew the tourist a picture of the mountains.
7. Grandpa showed Robbie his coin collection
8. My neighbor offered me a ride to the mall.
9. The library loaned us several records.
10. The coach gave the player a pat on the back.
11. We bought Mom and Dad a television set for their anniversary.
12. The boys caught some fish and cleaned them.

(Continued)

Objective 5.1.6

Indirect Objects (continued)

13. The fireman battle the fire and smoke.

14. For their wedding, I bought them a set of dishes.

15. I sent them an invitation to the party.

16. My brother owes me a favor.

17. Leslie asked me a difficult question.

18. The artist tattooed a winged horse on his back.

19. Your comment gives me an idea.

20. Mom and Dad bought me a waterbed.

21. Burger King gave us applications to fill out.

22. The girl promised him a date.

23. When the bell rings, please pass your papers to the front.

24. All of this homework gives me a headache.

25. Did he show you his latest trophy?

Objective 5.1.6

PREDICATE NOUNS AND PREDICATE ADJECTIVES

DIRECTIONS: Read each sentence. Cross out any prepositional phrases. Find and circle the predicate noun (PN) or predicate adjective (PA). Write PN or PA or the line in front of each sentence.

1. __________ Keith is the shortest boy in the class.
2. __________ All evening Dad seemed terribly preoccupied.
3. __________ My broken toe is very crooked.
4. __________ Mrs. Smith seemed quite happy today.
5. __________ The icing on the cake was too sweet.
6. __________ He was a lawyer before he was elected to congress.
7. __________ Mary is a dependable babysitter.
8. __________ The sky looked gray and dull.
9. __________ It was he who called me last night.
10. __________ After a while, she became bored with the lecture.
11. __________ Jimmy Connors is a great tennis player.
12. __________ The water feels too cold for swimming today.
13. __________ After a good night's sleep, I will feel human again.
14. __________ During the movie, I felt sleepy.
15. __________ It was an exciting convention.
16. __________ The Journal is our evening newspaper.
17. __________ All of my students seem nice.
18. __________ The superintendent is a busy man.
19. __________ The video was Michael Jackson's Thriller.
20. __________ Today is the first day of summer.

Objective 5.1.6

PREDICATE NOUNS AND PREDICATE ADJECTIVES

DIRECTIONS: Read each sentence. Cross out any prepositional phrases. Write yes if the word underlined is a predicate noun or predicate adjective is underlined. Write no if it is not. If yes, tell if the underlined word is a predicate noun (PN) or a predicate adjective (PA). The first one is done for you.

		Yes or No	PN or PA
1.	The apple is very sweet.	Yes	PA
2.	My teacher is Mr. Johnson.		
3.	My grandfather retired last week.		
4.	Christmas and Thanksgiving are holidays.		
5.	Our school has a great football team.		
6.	Mom baked some cookies.		
7.	The baby seems sick.		
8.	That lady is president of the club.		
9.	A dog bit me on the leg.		
10.	The beam of light comes from a flashlight.		
11.	During the day, most people work.		
12.	Many people visit the state of Florida.		
13.	The air is very humid today.		
14.	Sailors use the North Star as their guide.		
15.	Florida weather is unpredictable.		

(Continued)

Objective 5.1.6

Predicate Nouns and Predicate Adjectives (continued)

	Yes or No	PN or PA
16. America is the strongest country in the world.	________	________
17. Our backyard pool has been a joy.	________	________
18. The last person in line must close the door.	________	________
19. My favorite ice cream flavor is mint chocolate chip.	________	________
20. Those two men are private detectives.	________	________
21. Sue Ann put her tooth under her pillow.	________	________
22. The pain in my back is almost unbearable!	________	________
23. That dinner was superb!	________	________
24. The flight to Chicago was my first plane trip.	________	________

Objective 5.1.7

PUNCTUATION

Find The Missing Punctuation Marks

DIRECTIONS: In the following selections add the missing punctuation marks.

Mary was busy preparing for the party Do you know that Jim's band is going to play for us asked Susan

Great said Mary I just don't know what to wear She put on a beautiful green dress and brushed her hair I'm ready now Susan Let's go and get Mark David and Donna so that we will be on time

Summer is almost over said Robert Soon well have to go back to school The summer had come and gone more quickly than Robert and his friends would have liked Soon there would be no more trips to the beach Of course he could always go after the school day ended but Mom and Dad had said Find a job He had no choice Besides there was a new family that had moved in on the block The girl in the family seemed to be about his age and maybe she might need someone to show her around Things might not be so bad Robert said to himself This just might be a pretty good school year

Objective 5.1.7

PUNCTUATION

DIRECTIONS: Check the sentence in each pair that is correctly punctuated.

______ 1. a. "Go away," shouted the man to the barking dog.
______ b. "Go away" shouted the man to the barking dog.

______ 2. a. The Lady and The Tiger is a really good short story.
______ b. "The Lady and The Tiger" is a really good short story.

______ 3. a. Pictures plants throw pillows, and mirrors decorated the room.
______ b. Pictures, plants, throw pillows, and mir-rors decorated the room.

______ 4. a. My brother's address is 1924 Stonewall Ct., Manassas, Virginia.
______ b. My brother s address is 1924 Stonewall Ct. Manassas Virginia.

______ 5. a. The lost boy was cold tired and hungry.
______ b. The lost boy was cold, tired, and hungry.

______ 6. a. Look! We won again!
______ b. Look. We won again.

______ 7. a. Henry close the door.
______ b. Henry, close the door.

______ 8. a. "Wow!" shouted Randy. "I made it!"
______ b. "Wow", shouted Randy. "I made it".

______ 9. a. Miss Cook the librarian can help you find the right book.
______ b. Miss Cook, the librarian, can help you find the right book.

______ 10. a. The convention will be held in San Francisco and we will arrive on Sunday.
______ b. The convention will be held in San Francisco, and we will arrive on Sunday.

______ 11. a. Joe have you fed the dog.
______ b. Joe, have you fed the dog?

CAPITALIZATION RULES

Which words should be capitalized?

1. The first word of every sentence
2. A person's name and any initials (John F. Kennedy)
3. Titles of people (Dr. Jones, Mrs. Fisher)
4. The word "I"
5. Days of the week, months of the year (Tuesday, March)
6. Religions, creeds, denominations, names applied to the Bible and its parts, other sacred books, nouns and pronouns referring to the Diety. (Christianity, Old Testament, God, the Almighty)
7. Countries, nationalities, races, and languages (Spain, Spaniards, Spanish, Spanish rice)
8. Geographical and place names (North America, Atlanta, Chicago River)
9. Names of special organizations - businesses, schools, professional, social. (Amtrack, the Jaycees, Sandalwood High School, Sears)
10. Names of special buildings and other man-made structures, ships, and planes. (Southpoint Mall, the Titanic, the Gulf Life Building)
11. Brand or trade names (Goodyear tires, Kleenex, General Electric)
12. Holidays, special or famous events, historical periods or eras, famous documents (Labor Day, the Boston Tea Party, the Gold Rush, the Declaration of Independence)
13. The first word and all important words in the title of a book, magazine, movie, television show, and songs (Family Circle, Mash, General Hospital, Beat It!)

Objective 5.1.8

CAPITALIZATION

DIRECTIONS: Capitalize all the words that should be capitalized, and put the number of the rule that applies. Refer to the Student Study Sheet on page 223.

___ chicago
___ day
___ south america
___ a club
___ king richard
___ o'hare airport
___ miami dolphins
___ wrangler jeans
___ monday
___ ocean
___ arizona
___ world war II
___ queen elizabeth
___ europe
___ fritz mondale
___ donald duck
___ i b m
___ buick
___ united airline
___ pillsbury
___ motorola
___ zenith

___ city
___ gas station
___ football
___ civil war
___ airport
___ winn dixie
___ easter
___ bennigans
___ holiday
___ norwegian
___ chris evert
___ gold
___ holland
___ prudential
___ main street
___ democracy
___ cartoon
___ computer
___ newspaper
___ american
___ honda

___ walgreens
___ lincoln
___ coca cola
___ italian
___ the alamo
___ telephone
___ pizza hut
___ quakers
___ english
___ kermit
___ government
___ brother
___ firestone
___ captain smith
___ nebraska
___ general
___ planet
___ mr. bunny
___ birthday
___ person
___ september

Objective 5.1.8

CAPITALIZATION

DIRECTIONS: Circle all of the letters that should be capitalized.

1. i bought a diehard battery and a firestone tire at the gas station.
2. the family reunion is held on the third saturday in may.
3. the atlantic ocean is between north america and europe.
4. the prudential building was built by daniel construction company.
5. the flagships of the cunard line are the queen elizabeth and the queen mary.
6. he goes to the baptist church and reads his bible every day.
7. at a chicago railway station, we boarded the pennsylvanian for washington.
8. walter mondale would like to be the president of the united states.
9. the smiths had a baby girl and named her sue ann.
10. i bought levis and a jimmy connors tennis shirt.
11. the united states and canada celebrate thanksgiving on different dates.
12. we crossed the st. lawrence river on the thousand island bridge.
13. my friends from virginia really enjoyed disney world.
14. did you read the "legend of sleepy hollow?"
15. the men involved in the boston tea party never admitted participation.
16. dr. curtis mccray is the president of the university of north florida.
17. do you prefer zest deodorant soap?
18. the tampa tribune is a very good newspaper.
19. the italian restaurant on university boulevard is being rebuilt.
20. zenith television sets are reliable.

Objective 5.1.8

CAPITALIZATION

DIRECTIONS: In the following selection, 23 capital letters are needed. Put a circle around the letters that should be capitalized.

mark twain was born in florida, missouri, in the month of november. about four years later his family moved to hannibal, missouri. mark twain was not his real name. he was born samuel clemens. in 1862, he got a job with the territorial enterprise in virginia city, nevada. in one of his stories for the enterprise, he signed his name "mark twain," the pen name by which he is remembered.

DIRECTIONS: Find and circle the letters that should be capitalized. There are 29.

dear grandma,

i'm writing this in english class because i'm bored. school is over in three days and i can hardly wait. mom and dad brought my plane ticket yesterday, and i'll be leaving a week from today. going to florida has always been a dream of mine and now that you've moved to sarasota, i have my chance to go. do you live near the beach and will i be able to surf? are there any cute girls living near you? is there a pizza hut nearby?

well, i have to stop. miss barnes is giving me a dirty look and the merchant of venice is waiting. see you soon.

love

hubert

Objective 5.1.8

CAPITALIZATION

DIRECTIONS: In the following list of words, several capital letters are missing. Circle the letters that need to be capitalized.

tallahassee
clock
auditorium
winthrop park
december
winter
elephant
mr. jones
city
asia
march
company
telegraph
popcorn

october
houston, texas
street
west virginia
mary
alice in wonderland
dish
april
public
spring
president
dr. bailey
christmas
abraham lincoln

tiger
pilgrim
book
ms. green
teacher
summer
atlanta, georgia
table
gone with the wind
lakeland, florida
father
avenue
west park street
central park

Objective 5.1.9

SIMPLE AND COMPOUND SENTENCES

A simple sentence has one main clause, or independent clause, which can stand by itself. It does not have a dependent, or subordinate clause, that cannot stand alone. However, a simple sentence may have a compound subject, a compound verb, or both.

Examples:

1. The hair stylist gave John a new look.
2. Alaska and Hawaii are the newest states in the Union.
3. Larry caught the ball but then dropped it.
4. Bill and Joe increased their speed and passed the other runners.

A compound sentence has two or more independent clauses but no subordinate clause.

The independent clauses are usually joined by coordinating conjunctions: and, but, or, nor, for.

Examples:

1. Todd prepared the slides, and Robbie examined them.
2. The whistle blew, the drums rolled, and the crowd cheered.
3. Legend says Betsy Ross made our first flag, but there is little evidence.
4. Bill led half the way, and then Joe took the lead.

Objective 5.1.9

SIMPLE AND COMPOUND SENTENCES

Examples:

Simple: The alarm clock sounded.

Compound: The alarm clock sounded and the telephone rang.

Simple: The dogs and cats were fighting.

Compound: The dogs and cats were fighting, and then the boys chased them away.

DIRECTIONS: Write an S by the simple sentences and a C by the compound sentences.

____ 1. The bed is in that room and the clock is on the table.

____ 2. The boys ran and jumped the hurdles.

____ 3. We sang and clapped with the band.

____ 4. I went to the game, but he wasn't there.

____ 5. Skating is fun, but I like swimming better.

____ 6. He plays the piano, and his sister sings.

____ 7. Sandy knows a secret, but she won't tell me.

____ 8. My desk is too high, or my chair is too low.

____ 9. Bring your book, pencil, and paper to class.

____ 10. You will sit down and be quiet, or I will send you to the dean.

____ 11. The doors and windows need painting.

____ 12. Jan rides a bus to school, but Lori walks.

____ 13. The wind grew stronger, and the rain began.

____ 14. David got up very early this morning, but he was still late.

____ 15. Have you seen Steve or Dan today?

Objective 5.1.9

SIMPLE AND COMPOUND SENTENCES

DIRECTIONS: Complete the following statements to make compound sentences:

1. The fire is burning, but ________________
2. She was sick, or ________________
3. The test was hard ________________
4. He lost his keys ________________
5. The door was locked, or ________________
6. I am hungry, but ________________
7. The sun is shining, but ________________
8. I left my book at home, and ________________
9. The fruit is ripe, and ________________
10. Report cards come out tomorrow, and ________________

Objective 5.1.9

IDENTIFICATION OF SIMPLE, COMPOUND, AND COMPLEX SENTENCES

There are four basic kinds of sentences: simple, compound, complex, and compound-complex. These are explained below.

A simple sentence contains one subject and one predicate. Parts of the sentence, however, may be compound. A simple sentence tells one idea.

Examples:

1. Sam went home.
2. Joe and I saw that movie.
3. During the summer, I go to the beach.
4. Mom cooked dinner and washed the dishes.
5. Mike, along with Eddie, did his homework.

A compound sentence has two or more independent clauses, each with a subject and a verb, joined by a conjunction. A compound sentence expresses two related ideas.

Examples:

1. Sam went home, and Randy stayed here.
2. I did well on the test, but the teacher gave me a C.
3. Help me carry these packages, and you will get some cookies.
4. The sun was hot, but the wind was chilly.
5. My husband likes soccer, and I prefer football.

A complex sentence has two clauses, each with a subject and verb. One clause is independent; one clause is subordinate and cannot stand alone. A complex sentence expresses one main idea and one or more dependent ideas.

Examples:

1. When Dad came home, dinner was ready.
2. She will dismiss the class when the bell rings.
3. When you come home from school, I want you to mow the lawn.
4. He who helps me clean the house will get a reward.
5. This is the necklace that my parents gave me for my birthday.

Objective 5.1.9

IDENTIFICATION OF SIMPLE, COMPOUND, AND COMPLEX SENTENCES (continued)

A compound-complex sentence contains two main clauses and one or more subordinate or dependent clauses. A compound-complex sentence expresses two main ideas and at least one dependent idea.

Examples:

1. James drove the truck down the muddy road to the river, and then he discovered that the bridge was closed.
2. Ellen tried the dance steps that the instructor demonstrated, but she couldn't master them.
3. When Mother called, she was upset; however, she soon got over her fears.
4. Exercise may increase fitness, and some people say that it causes weight loss too.
5. I've just learned that the minimum wage has gone up; therefore, my pay will be more.

Objective 5.1.9

SIMPLE, COMPOUND AND COMPLEX SENTENCES

DIRECTIONS: Classify each of the following sentences as simple, complex or compound. Write the type of sentence on the line after each sentence below.

1. Shirley and I live near the park. ________
2. After we found the book we wanted, we went home. ________
3. It rained last week, so we did not take our trip. ________
4. I never found out who sent the message. ________
5. John is washing and waxing his car. ________
6. Mary is in the eighth grade, and Paul is in the ninth grade. ________
7. This method is not only quicker, but it is also easier. ________
8. While I was walking along the beach, I forgot all my troubles. ________
9. Aunt Mary has asked me to visit her for a while. ________
10. Alan is the boy whom we elected president of the club. ________
11. I found the road which leads to the haunted house. ________
12. The explorer knew the people of the strange land, and he understood their customs. ________
13. Sit down and get out your pencil. ________
14. Everyone is always picking on me. ________
15. Since she has been principal, Miss Lewis has done many good things for our school. ________
16. When November comes, we'll see who gets elected. ________
17. I have to cook dinner and do the dishes. ________
18. She might win, and she might win easily. ________
19. If it is raining, I'll get wet.
20. After the test is over, you may have time to organize your notebooks. ________

Objective 5.1.9

SIMPLE, COMPOUND AND COMPLEX SENTENCES

DIRECTIONS: Classify each of the following sentences as simple, complex or compound. Write the type on each line below.

__________ 1. My sister is a blond, and I am a redhead.

__________ 2. Although my sister is blond, I am a redhead.

__________ 3. My sister's hair color and my hair color are different.

__________ 4. The lady picked up the eggs and she dropped them.

__________ 5. After the lady picked up the eggs, she dropped them.

__________ 6. The lady picked up the eggs, but she dropped them.

__________ 7. I'll go my way, and you go your way.

__________ 8. Although I'll go my way, you must go your way.

__________ 9. We'll each go our way.

__________ 10. Although I have a job, I manage to keep a B+ average.

__________ 11. I have a job, but I manage to keep a B+ average.

__________ 12. I have a job and manage to keep a B+ average.

__________ 13. Tonight I am cooking dinner, but I would prefer to eat out.

__________ 14. I am cooking dinner tonight.

__________ 15. I'll cook dinner before we go out.

__________ 16. Three cars were wrecked in the collision.

__________ 17. There was a collision, and three cars were wrecked.

__________ 18. When the collision occurred, three cars were wrecked.

Objective 5.1.10

STANDARD USAGE

DIRECTIONS: Read the two paragraphs below and answer the questions following them.

Hi ya! What cha doing? I ain't doing nothing right now. I plan to take over to your house the things that I borrowed from ya. Then I need to fetch me some of them books that Ms. Kaplan told us about. I can't hardly look at the books till I get off of work tonight at 9.

Luv,

Louise

Hi, I hope you are not busy. I want to bring your things that I borrowed back to you. Then I need to get those books that Ms. Kaplan told us about. I can't really look at the books until I get off work tonight at 9.

Love,

Sue Ellen

1. What do think about the way the speaker used English in the first paragraph?

   ____

   ____

2. What do you think about the way the speaker used English in the second paragraph?

   ____

   ____

3. Is speaking correctly important to you? Why should it be important to everyone?

   ____

   ____

Objective 5.1.10

STANDARD ENGLISH

DIRECTIONS: Write the word that completes the sentence correctly.

A. Write "may" if you mean permission; write "can" if you mean the ability.

1. Maria, __________ I ask you a question?
2. Maria, __________ you do this math problem?
3. Maria, you __________ go to the restroom.
4. Maria, __________ you swim better than I?
5. Maria, you __________ bring one guest to the party.
6. Maria, you __________ borrow my record.
7. Maria, __________ you lift these packages?
8. Maria, __________ you find your book report?

B. Write "good" if you need to describe a person or a thing; write "well" to describe how an action takes place. You can also use "well" to mean healthy.

1. Linda Collins is a __________ dancer; she really dances __________
2. Linda Collins speaks __________ about the progress our school is making.
3. Linda Collins is a __________ worker.
4. Linda Collins does __________ at her job.
5. Linda Collins has a __________ job.
6. Linda Collins' husband is __________ according to her doctor.
7. Linda Collins hopes that you are doing __________ on this assignment.
8. Linda Collins encouraged __________ behavior and complimented me for doing so __________

(Continued)

Objective 5.1.10

Standard English (continued)

C. Write "fewer" when you can count the items; Write "less" when you are talking quantity or degree.

1. Sue Ann has __________ sweaters than Barbara.
2. Sue Ann has __________ A's than Jean.
3. Sue Ann has __________ coke than I.
4. Sue Ann's automobile has __________ gasoline that she thought.
5. Sue Ann has __________ students in her English class than in her math class.
6. Sue Ann has __________ trouble with science than I do.
7. Sue Ann found __________ traffic than usual.
8. Sue Ann found that she had __________ coins than she had remembered.

D. Write "them" when you need a pronoun; Write "those" to modify a noun.

1. Emory Hayes likes __________ girls.
2. Emory Hayes wants __________ books taken to room 112.
3. Emory Hayes wants __________ to report to the office now.
4. Emory Hayes told __________ the secret.
5. Emory Hayes returned some borrowed tapes to __________
6. Emory Hayes looked at __________ scores to compare them with last year's scores.
7. Emory Hayes liked __________ to report on time.
8. Emory Hayes saw __________ movies last weekend.

Objective 5.1.10

NEGATIVES

DIRECTIONS: Underline the correct word in each sentence.

1. Jane hasn't (ever, never) seen a tree frog.
2. Jeff couldn't find his toad (nowhere, anywhere).
3. The little frog hadn't (anything, nothing) to eat.
4. He couldn't find (anything, nothing), either.
5. Won't (anybody, nobody) help me?
6. We could not go (nowhere, anywhere) in that snowstorm.
7. There was not (no, any) answer to her question.
8. I could never do (anything, nothing) like that.
9. I haven't (no, any) money.
10. He has (ever, never) seen a circus.
11. I haven't (never, ever) been in a helicopter.
12. Sue hasn't (no, any) library books to return.
13. I haven't (nothing, anything) more to do.
14. We haven't put (anything, nothing) in the boxes yet.
15. I am not going (nowhere, anywhere) after school.
16. I (could, couldn't) hardly see.
17. She (was, wasn't) nowhere to be found.
18. We were not able to have (no, our) program.
19. She said she couldn't think of (nothing, anything).
20. Rosita (couldn't could) think of no ways to help her.

Objective 5.1.10

NEGATIVES

DIRECTIONS: Rewrite the following sentences correctly.

1. It was so dark I couldn't see nothing.

2. I couldn't find no book.

3. Didn't you see no movie last night?

4. Haven't you no money for lunch?

5. Didn't Jack never find his pencil?

6. I haven't seen nobody all morning.

7. Mary doesn't know nothing about it.

8. Susan never went nowhere.

9. The teacher didn't say nothing about it.

10. I haven't brought none of my stories.

Objective 5.1.10

NEGATIVES

DIRECTIONS: On a separate sheet of paper, rewrite the following sentences correctly.

1. I didn't say nothing.
2. Can't you hear nothing.
3. We didn't find no book.
4. I never say nothing.
5. I can't see no cow.
6. Haven't you seen nothing?
7. I don't never fall off.
8. She never found nothing.
9. I didn't write to nobody.
10. Hasn't nobody come yet?
11. He didn't bring no book.
12. She hasn't made no candy.
13. Bill didn't never fail.
14. I can't see no moon.
15. Can't you go nowhere?
16. I never heard no noise.
17. Todd didn't hear nothing.
18. Hasn't nobody come yet?
19. I can't see nothing now.
20. She hasn't no pen.

Objective 5.2.1

COMPOSITION
WRITE SIMPLE, COMPOUND AND COMPLEX SENTENCES

DIRECTIONS: Write simple sentences. Then change each to a compound and a complex sentence.

Example:

simple - Mary went to the store.

compound - Mary went to the store, but she forgot the milk.

complex - When Mary went to the store, she forgot to buy milk.

1. simple ______________________
   compound ______________________
   complex ______________________

2. simple ______________________
   compound ______________________
   complex ______________________

3. simple ______________________
   compound ______________________
   complex ______________________

4. simple ______________________
   compound ______________________
   complex ______________________

Objective 5.2.1

COMPOSITION
WRITE SIMPLE, COMPOUND AND COMPLEX SENTENCES

DIRECTIONS: Write a paragraph of your own on the lines below. Write at least ten sentences using examples of the different types. Number each sentence, and identify each one as simple, compound, or complex.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

Objective 5.2.2

DECLARATIVE, IMPERATIVE, INTERROGATIVE, AND EXCLAMATORY SENTENCES

Sentences may be classified in four ways:

1. Declarative - A declarative sentence makes a statement. It is followed by a period.

   Examples: The point of my pencil is broken.
   My dog likes to play with a ball.

2. Interrogative - An interrogative sentence asks a question. It is followed by a question mark.

   Examples: Do you have change for a dollar?
   When are we going home?

3. Imperative - An imperative sentence gives a command or makes a request. It is followed by a period.

   Examples: Please cover your eyes.
   Take this note to your parents.

4. Exclamatory - An exclamatory sentence expresses strong feeling. It is followed by an exclamation point.

   Examples: I got a bicycle!
   You are crazy!

Objective 5.2.2

TYPES OF SENTENCES

DIRECTIONS: For each of the following sentences, write declarative, interrogative, imperative, or exclamatory to show what kind each is. Add the proper punctuation mark.

1. A sudden fire burned the nearby forest ________________

2. Has anyone seen my black notebook ________________

3. Finish your homework before you watch television ________________

4. Will you please shut the door ________________

5. Call the fire department, quick ________________

6. May I go to the movies this afternoon ________________

7. A bolt of lightening split the oak tree ________________

8. Where did you leave your geography book ________________

9. Decide which girl you are taking to the game ________________

10. You really make me angry ________________

11. Would you like to have dinner now ________________

12. I think you should leave now ________________

Objective 5.2.2

DECLARATIVE, IMPERATIVE, INTERROGATIVE, EXCLAMATORY SENTENCES

DIRECTIONS: Indicate whether the following sentences are declarative, imperative, interrogative, or exclamatory.

1. Wow! I didn't get an F! ____________________

2. My mother wanted to see my report card. ____________________

3. What did you get in history? ____________________

4. I got a C. ____________________

5. What a beauty! ____________________

6. Sit down. ____________________

7. Copy your spelling words. ____________________

8. What time is it? ____________________

9. Someone just hit the telephone pole! ____________________

10. Where do you work after school? ____________________

DIRECTIONS: On your own paper, write three examples of each of the four types of sentences. Use one of the words given below in each sentence. Identify each sentence you write.

principal
television
pizza
ghost
my room
referral
rock star
newspaper
hospital
motorcycle
prom
exercise

Objective 5.2.2

SENTENCE TYPES - WRITING STATEMENTS COMMANDS, QUESTIONS AND EXCLAMATIONS

A. Write four statement sentences using the following words.

cousin ______________________________

cookie ______________________________

shark ______________________________

surf ______________________________

B. Write four questions using the following words.

dinner ______________________________

sister ______________________________

muppets ______________________________

computer ______________________________

C. Write four commands using the following words.

radio ______________________________

lawn ______________________________

wash ______________________________

dry ______________________________

D. Write four exclamatory sentences using the following words.

accident ______________________________

failed ______________________________

fire ______________________________

baby ______________________________

Objective 5.2.4

ORGANIZING TOPICS AND SUBTOPICS

A topic is an overall subject. The overall topic should be broad enough to have subtopics, and the subtopics should all relate to the main topic.

Examples:

Topics: Forms of Music

Subtopics:
- classical
- western
- rock
- blues
- pop
- soul

Topics: Areas within a School

Subtopics:
- cafeteria
- gymnasium
- classroom
- offices
- fields
- library

Topics: Difficulties that teachers have with students

Subtopics:
- Students who fail to bring materials
- Students who fail to pay attention
- Students who fail to observe class rules
- Students who fail to observe manners
- Students who fail to care about learning
- Students who fail to understand material

Topics: Pleasures that teachers get from students

Subtopics:
- Students who are willing to work and show enthusiasm
- Students who display creativity and originality in their work
- Students who show a willingness to help around the room
- Students who show politeness

Objective 5.2.4

TOPIC: SPORTS (OVERALL SUBJECT)

Subtopics:	(1) types	(2) elements of	(3) rules
	basketball	rules	boundaries
	baseball	referees or umpire	number of players
	soccer	equipment	length of playing periods
	football	players	
	volleyball	coach or coaching staff	
	golf	playing arena	
	swimming		

Note: A topic or subtopic can be broken down again and again and in many different ways.

For example: Rules, the subtopic above, can be broken down another way.

Subtopics: rule changes

history of rules

significant rule decisions

responsibility for official rules

Objective 5.2.4

DIRECTIONS: Fill in the missing information.

TOPIC SENTENCE: There are many things that teenagers enjoy owning.

Sub-Topics: ____________________

____

____

____

TOPIC SENTENCE: Parents make some common errors in dealing with their teenage children.

Sub-Topics: ____________________

____

____

____

TOPIC SENTENCE: Some things are difficult to learn.

Sub-Topics: ____________________

____

____

____

TOPIC SENTENCE: ____________________

____

Sub-Topics: a family reunion, Christmas holidays, Thanksgiving, serious illness, a wedding

TOPIC SENTENCE: ____________________

____

Sub-Topics: American flag, eagle, Liberty Bell, Fourth of July, parades

TOPIC SENTENCE: ____________________

____

Sub-Topics: Disneyworld, Everglades, Stephen Foster Memorial, Bok Tower, Sea World, beaches, Florida-Georgia game, palm trees, magnolia trees

Objective 5.2.5

ORGANIZING TOPICS AND SUB-TOPICS

DIRECTIONS: Fill out the following form to compose a comparison paragraph.

Name two people or things:

________________________ ________________________

List the ways the two people or things are alike:

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____

Next make a topic sentence. For example, . . . (first person/thing) . . . and . . . (second person/thing) . . . are alike in many ways.

Finally, write a paragraph using your topic sentence and some of the ideas that you have listed in 1-8 above. Remember to edit and rewrite your paper as neatly and correctly as possible.

Objective 5.2.5

ORGANIZING TOPICS AND SUB-TOPICS

DIRECTIONS: Fill out the following form for a contrast paragraph.

Name two people or things:

____________________ ____________________

List the ways the two people or things are different:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________

Now make a topic sentence to go along with the above. For example, . . . (first person/thing) . . . and . . . (second person/thing) . . . are different in many ways.

Now write a paragraph using your topic sentence and some of the ideas that you have listed.

Objective 5.2.5

ORGANIZING TOPICS AND SUB-TOPICS

DIRECTIONS: Fill out the following form for a comparison contrast paragraph.

Name two people or things:

____________________ ____________________

List the ways the two people or things are alike:

1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________

List the ways the two people or things are different:

1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________

Now make a sentence to go along with the above. For example, . . . (first person/thing) . . . and . . . (second person/thing) . . . are alike, and they are different.

Now write a paragraph using your topic sentence and some of the ideas that you have listed above. A form to use may include:

1. topic sentence
2. sentence stating a likeness
3. sentence stating a difference
4. sentence beginning with a transition word(s) - however, on the other hand, in contrast - and stating a difference
5. sentence stating a difference
6. concluding sentence.

Objective 5.2.5

ORGANIZING TOPICS AND SUB-TOPICS

DIRECTIONS: Fill out the following form for a cause-effect paragraph.

Name something that got you in serious trouble:

____

Name three things that caused you to get into trouble.

1. ____________________________________
2. ____________________________________
3. ____________________________________

Name three things that happened as a result of the trouble.

1. ____________________________________
2. ____________________________________
3. ____________________________________

Now write a paragraph including the ideas listed above.

Make sure you understand that "causes" are reasons why and "effects" are things that result from something happening.

Objective 5.2.5

ORGANIZING TOPICS AND SUB-TOPICS

DIRECTIONS: Fill out the following form for a chronological or time-ordered paragraph.

Think of an event in your life, around your home or in your school. Then list five things that happened in the order that they occurred.

Event: ______________________________

Order:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Now write a paragraph using the order of events above to tell how something happened.

Objective 5.2.5

ORGANIZING TOPICS AND SUB-TOPICS

DIRECTIONS: Fill out the following form for a chronological or time-ordered paragraph.

List five things of a "how-to" nature. For example: how to wash a car, how to make brownies, how to create a total wreck in your bedroom or how to prepare for a test.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Now select only one of the above and name five steps in the order that they should occur.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Now write a paragraph using your topic and the order of five things above. You can combine some of the things above into compound sentences. Remember to edit or proofread your paper.

Objective 5.2.5

ORGANIZING TOPICS AND SUB-TOPICS

DIRECTIONS: Fill out the following form for a paragraph developed by examples.

Students get in trouble at school breaking several rules. (Name some of the rules below. Notice they don't need to be in any order. They can simply be a list.)

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Now list five ways that teenagers get in trouble at home.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Now make up a subject and then list five examples below it.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Now make up a paragraph using one of the above units and you will have a paragraph developed by example.

Objective 5.2.5

WRITING WITH A PURPOSE

DIRECTIONS: Choose one or more of the following examples and write about it. Use the forms you have been given to organize your writing.

1. Try to influence a friend to try a new product which you have just tried and liked. Explain why this person should use or buy this product. Tell how you think it will benefit him.
2. Make up a candidate for a political office (perhaps one in your school, city, or a presidential election). Tell why we should vote for the person and try to convince your readers to vote for him/her.
3. Try to convince your parents that a behavior which they considered to be very irresponsible on your part was really not what it seemed. If they knew your side of the story or exactly what happened, they would see the incident differently.
4. You and your best friend have had a big misunderstanding. Send your friend a message explaining how you feel about what happened and why the two of you should still be friends.
5. Your purpose is to describe your two best friends and tell how they are alike.
6. Your purpose is to describe your two best friends and tell how they are different.
7. Bring in a photograph from a magazine or newspaper. Either describe what you see in the picture or if the picture has people in it, describe how those people feel about what is happening.
8. Your purpose is to describe a person or a thing. Use vivid details and concentrate on having the reader see this person or thing as you see it.
9. Your purpose is to give three causes for something that happened.
10. Your purpose is to give three effects of something that happened.
11. Your purpose is to tell something in the sequence that it occurred. Be sure to give the first thing that happened first and the second thing that happened second.

Objective 5.2.5

WRITING FOR DIFFERENT AUDIENCES

DIRECTIONS: A situation just happened in your school. It has made you extremely proud or angry. Write a letter or note to your best friend telling him/her all about it. Then write a letter to the editorial staff of your local newspaper telling about the situation. Next write a letter to your grandmother telling about the same situation. Next write a note or letter to someone involved in the situation and let them know how you feel about what happened. You will write four comments on the same situation to different types of readers.

DIRECTIONS: Your city council has just banned all rock concerts and will not permit them to come to town. Write a letter to the mayor, your local newspaper and to a friend telling how you feel about this.

Objective 5.2.6

REVISE AND EDIT PARAGRAPHS

DIRECTIONS: Answer the questions below, after you have read the paragraph.

I act like my friend in several ways. (1) One way is when he does something you do it too. (2) When he/she laughs funny you do it too. (3) One other way is when he/she plays around you try to imitate him. (4) Another way is talking on the phone we both do a lot of that. (5) We also like rock'n'roll music, and listen to it a lot. (6) There are many different ways friends are alike, and how they copy each other, but you probably don't notice it.

1. In sentence 1 the pronoun "you" should be ______________
2. In sentence 2 the "he/she" refers to the word (A) friend, (B) he (circle the correct one)
3. In sentence 2 the he/she should not have a "she" included. True False (circle the correct one)
4. In sentence 3 the "them" should be him. True False
5. Sentence 4 is a run-on sentence. True False
6. In sentence 5 the first word is not capitalized. True False
7. In sentence 5 the comma is supposed to be there. True False
8. Which word in sentence 6 is misspelled? ______________
9. Would sentence 6 be considered a good sentence as it is written? Yes No
10. Would the writer know whether "you probably don't notice it" or not? Was this statement necessary? Yes No

Objective 5.2.6

REVISE AND EDIT PARAGRAPHS

DIRECTIONS: Read the following paragraphs written by students, and answer the questions following each paragraph.

1. People copy other people in several ways. People copy other people and don't relize it, like when someone see a friend with some shoes on that they like they go out and buy the same kind. They also see thier friends smoke or something and they want to be like them and start.

   a. List two words that are misspelled.

   ____

   b. Rewrite the following: "someone see a friend" correctly.______________________

   ____

   c. "People copy other people and don't relize it, like when someone see a friend with some shoes on that they like they go out and by the same kind." This was written as one sentence in the example above. Rewrite this as you think it should be written.

   ____

   ____

   ____

   ____

   ____

   ____

2. There are several ways that I don't act like my friends. Sometimes my friends act so bad but they aren't and sometimes they act so childish but I just stand there and act myself.

   a. How many sentences are in this paragraph?

   ____

   b. Punctuate the paragraph correctly.

Objective 5.2.6

REVISE AND EDIT PARAGRAPHS

DIRECTIONS: Read the two paragraphs on this page. Circle any ten errors. List them on the lines below, and beside the error write the correct form.

Things I Do In The Summer Time
by Student A

In the summer I go like riding with my friends and we be go everywhere and when we get finish riding we go swimming at our friends house or at forest pool everyday always we at forest pool everyday we be doing flips off the high diving board; when we get tried of swimming we go play basketball and thats the best part of summer playing basketball and all day long and thats what I do in the summer time.

Students Fail For Many Reasons
by Student B

Many people fail for many different reasons here are some. Like always doing things at the last minute. Then there is failing to make up an assignment missed during an absence. But some are so hard headed they fail to see any potential benefit in learning today for tomorrow. But some people, just don't want to do anything just hand to him on a silver plater.

	MISTAKES	CORRECTIONS
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Objective 5.2.6

REVISE AND EDIT PARAGRAPHS

DIRECTIONS: In the following paragraphs, written by other students, underline the topic sentence. Then, decide if the sentences relate to the topic sentence. Above each sentence write "yes" if it does and "no" if it does not relate.

Skating

Why I like skating: I like skating for several reasons. One is that skating is very healthy. It makes your legs muscular. Another is I like to get behind someone who is danceskating and just really shake it. I've got to skate. Another is the sport of it. It's a sport. I just love sports. That's my hobby. One more is all of the fine lookin' women.

Video Games

I play video games for many reasons. When I play a video game, it helps me relax. It also helps my coordination and skill. I like to play video games because theyre fun. I just enjoy playing them.

Football

There are many rules in football. One of the penalties in football is holding. Holding is called when a player holds or pushes down another player. Another penalty in football is offsides. This foul is called when an offensive or defensive player lines up over the ball. Some of the major penalties are facemask and clipping. Facemask is called when a player grabs hold of another player's facemask.

Objective 5.2.6

REVISE AND EDIT PARAGRAPHS

DIRECTIONS: Read a paragraph written by another student. Answer the following questions.

A. APPEARANCE

1. Is the paragraph indented correctly? ____________
2. Is the paragraph indented more than once? ____________
3. Is the handwriting neat? ____________
4. Are there any unnecessary marks on the page? ____________
5. Are the margins correct? ____________

B. CONTENT

1. Is there a topic sentence in this paragraph? ____________
2. Do all of the other sentences relate to the topic sentences? ____________
3. Is there some information in the paragraph that is unnecessary? ____________
4. Are the details specific (vague, general words omitted)? ____________
5. Do you think that the subject was written in an interesting way? ____________

C. MECHANICS

1. List some errors in spelling. If there are none, write none. ____________

____

____

2. List errors in usage or grammar.

____

____

____

3. List errors in capitalization or punctuation.

____

____

____

D. What overall comment would you make about this paper?

____

____

Objective 5.2.7

THE BUSINESS LETTER

The business letter consists of six parts:

1. THE HEADING: the address of the sender
   the date the letter is written

   Line 1 - your address, with no abbreviations
   Line 2 - your city, a comma, your state, and the zip code
   Line 3 - the date with a comma after the day

   example: 2113 Ryar Boulevard
   Tampa, Florida 31245
   June 17, 1984

2. THE INSIDE ADDRESS: the address of the one to whom the letter is written

   A. business name
   business address with no abbreviations
   business city, comma, state, zip code

   example: Casino Wallcoverings
   1640 University Boulevard South
   Jacksonville, Florida 32217

   B. person's name, a comma, person's position
   business company with no abbreviations
   business address with no abbreviations
   business city, comma, state, zip code

   example: Alan Zicarelli, Personnel Manager
   Casino Wallcoverings
   1640 University Boulevard South
   Jacksonville, Florida 32217

   C. division within a company
   business company with no abbreviations
   business address with no abbreviations
   business city, comma, state, zip code

   example: Personnel Department
   Casino Wallcoverings
   1648 University Boulevard South
   Jacksonville, Florida 32217

Objective 5.2.7

The Business Letter (continued)

3. SALUTATION: greeting plus colon(:)

   examples:
   Dear Sir:
   Gentlemen:
   Ladies:
   To Whom It May Concern:
   Dear Ms. Lyman:
   Dear Mr. Smothers
   Dear Sir or Madam:

4. BODY: Neatly and clearly, state your business or request information. Use paragraph form.

5. THE CLOSING: closing plus comma

   examples:
   Sincerely,
   Yours truly, (truly is not capitalized)
   Respectfully yours,

6. SIGNATURE: Your full name in cursive

Note: See form on page 266.

Objective 5.2.7

THE BUSINESS LETTER

DIRECTIONS: Fill out the following by making up the information that is needed.

____

________________________, ________

____________________________, 19__

_________________________, __________________

____

____

______________________, ______________ _____

Dear ____________________________:

____

____

____

____

______________________________,

____

Objective 5.2.7

THE BUSINESS LETTER

DIRECTIONS: Put the correct punctuation in the blanks.

8033 Argentine Drive West
Tallahassee ___ Florida 38723
October 22 ___ 1986

Mr. Dick Kampfe ___ Sales Manager
The Argyle Company
5634 Baymeadows Road
Jacksonville ___ Florida 32207

Dear Mr. Kampfe ___

Please inform me about possible job opportunities within your company for sales managers. I am interested in learning more about your training program and if benefits are available during the training.

Yours truly ___

Marcia Tabak

Objective 5.2.7

THE BUSINESS LETTER

DIRECTIONS: Correctly identify the following parts of the letter. Put the correct numeral in front of each part:

1. the heading
2. the inside address
3. the closing
4. the salutation

___ Sincerely yours,

___ Mr. Edward S. Spencer
The Bendix Corporation
Shakers Heights, Ohio 87931

____ Dear Ms. Viscariello

____ 6486 Fieldstone Lane
Kissimmee, FL 32319
November 15, 1989

Now take the above information and write a business letter with it. You will have to write the body and use your signature with the letter.

Objective 5.2.7

THE BUSINESS ENVELOPE

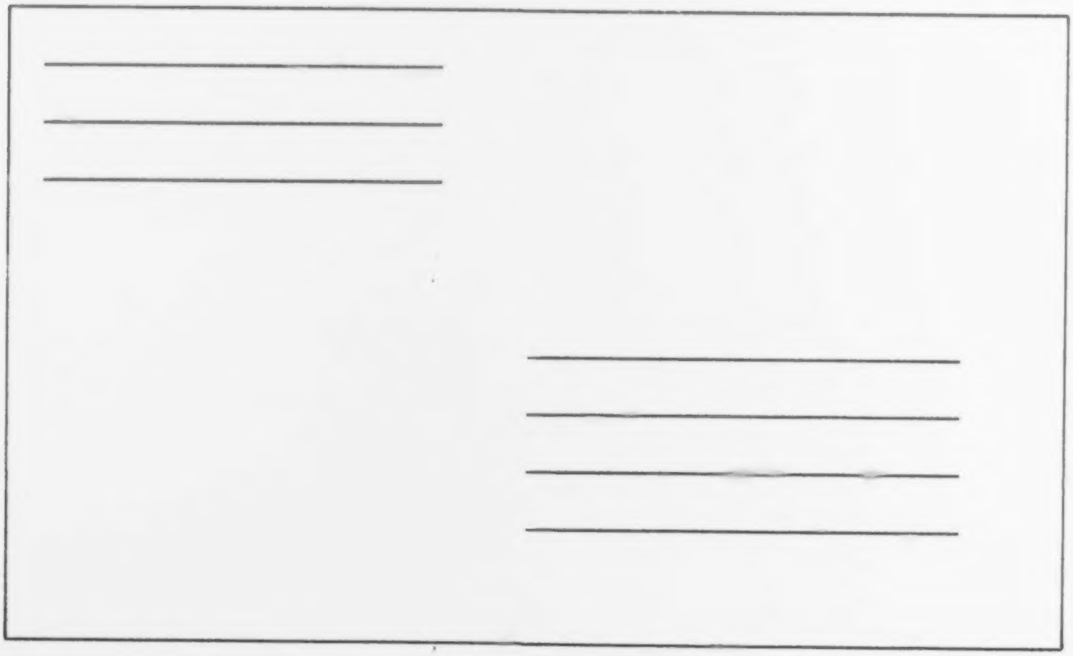
DIRECTIONS: Fill out the envelope drawn below with this information:

Return Address:

Mr., Ms. or Miss and your name
your address with no abbreviations
your city, a comma, your state and zip code

Addressed to:

Mr. Edward S. Burchelle
The Riche Company
8746 Biscayne Boulevard
Miami, Florida 31890



Objective 5.2.7

THE FRIENDLY LETTER

DIRECTIONS: Imagine that a close relative or friend has just won an important award in his or her school. Write a friendly letter congratulating him or her on this honor. Be sure to include the date, salutation, body, closing, and signature.

____

____

____

____

____

____

____

____

____

____

____

Objective 5.2.8

Forms and Applications

VOCABULARY

	Term	Meaning
1.	spouse	husband's or wife's name
2.	Soc. Sec. No.	Social Security Number
3.	apt.	apartment
4.	proof of age	birth certificate, baptismal papers, draft card, passport
5.	m. o.	money order
6.	maiden name	girl's last name before marriage
7.	address	where you live
8.	defect or disabilities	mental or physical handicaps
9.	marital status	single, married, widowed, separated, divorced
10.	applicant's signature	signed name (not printed)
11.	employee	worker for a company
12.	reference	adult (not a relative) who can tell something about you or how you work
13.	qty.	quantity (amount)
14.	dependents	people you support or help support
15.	former employer	person or company you worked for
16.	firm name	name of company you work for
17.	infractions, offenses	actions against the law

(Continued)

Vocabulary (continued)

	Term	Meaning
18.	C.O.D.	Cash On Delivery
19.	Bal. Bro't For'd	amount of money left in your account that you transfer to the next page
20.	amt. deposited	money you put in your account
21.	amt. this check	money taken out by individual check
22.	assistance	help; money to help with costs and expenses
23.	benefits	extra advantages or extra money; special services
24.	completing	finishing; filling in all the items
25.	describe	tell about
26.	disability	illness or condition that keeps you from working properly
27.	eligible	being suitable, qualified, or allowed to receive
28.	include	put in; add
29.	notified	told about; informed
30.	physical	having to do with the body or having a complete checkup by a doctor
31.	prevented	kept from doing, stopped
32.	promptly	quickly, immediately

(Continued)

Vocabulary (continued)

	Term	Meaning
33.	rec'd	abbreviation for received
34.	relationship	family connection (sister, brother, aunt, etc.)
35.	D. O. B.	date of birth
36.	H or ht.	height
37.	W or wt.	weight
38.	tel. no.	telephone number
39.	ans.	answer
40.	co.	company
41.	mo.	month
42.	yr.	year
43.	ZIP	zip code
44.	avg.	average
45.	exp. or exper.	experience
46.	m	male
47.	f	female
48.	st.	street
49.	ck.	check
50.	credit reference	person who can give information about another person's ability to pay
51.	security clearance	special permission for being in a top secret area

(Continued)

Vocabulary (continued)

	Term	Meaning
52.	alias	a fake name
53.	verification	proof by evidence
54.	citizen	person who becomes a member of a state or country by birth or choice
55.	bona fide	in good faith; genuine
56.	transient	passing; not permanent
57.	guardian	person appointed by law to take care of another person
58.	permanent	lasting
59.	loyalty	faithfulness
60.	affidavit	statement sworn to be true
61.	character reference	person other than a relative who can verify your good name
62.	bond	agreement to pay back borrowed money with interest added
63.	naturalized citizen	person who chooses to earn his citizenship
64.	civilian	non-military person
65.	maiden	unmarried female
66.	citizenship	rights and privileges of a citizen
67.	status	legal position

(Continued)

Vocabulary (continued)

	Term	Meaning
68.	criminal proceeding	action against a person who committed a crime
69.	fine	sum of money paid for punishment
70.	resident	person living in a place
71.	Notary Public	public officer authorized to verify legal documents
72.	educational history	record of schools you have gone to
73.	birthdate	date you were born
74.	health	how you are and feel physically
75.	residence	where you live
76.	work experience	record of the jobs and employers you have had
77.	occupation	job - what you do
78.	beneficiary	the person named in the policy who would receive money or goods in case of your death

Objective 5.2.8

FORMS

DIRECTIONS: In Column I there are 20 words and abbreviations often used on forms. Match them with their definitions in Column II. Write the letter of the correct definition in each blank.

		Column I		Column II
____	1.	m. o.	A.	height, weight
____	2.	Ht., Wt., or H, W	B.	adult (not relative who can tell something about you or how you work
____	3.	maiden name	C.	worker for a company
____	4.	proof of age	D.	what you do for a living, job
____	5.	address or residence	E.	money order
____	6.	apt.	F.	people you support or help support
____	7.	defects or disabilities	G.	person you worked for
____	8.	Soc. Sec. No.	H.	girl's last name before marriage
____	9.	marital status	I.	Cash On Delivery
____	10.	spouse	J.	name of company you worked for
____	11.	dependents	K.	signed name of person
____	12.	qty.	L.	apartment

(Continued)

Objective 5.2.8

Forms (continued)

____	13.	former employer	M.	actions against the law
____	14.	reference	N.	single, married, widowed, divorced
____	15.	firm	O.	husband's or wife's name
____	16.	occupation	P.	quantity
____	17.	infractions or offenses	Q.	mental or physical handicaps
____	18.	employee	R.	Social Security Number
____	19.	C. O. D.	S.	birth certificate, baptismal papers, draft card, passport
____	20.	applicant's signature	T.	where you live

Objective 5.2.8

FORMS

DIRECTIONS: In Column I there are 25 words and abbreviations which are used on forms for entrance to a school or training program. Match these words with their definitions in column II. Write the correct letter beside each term.

		Column I		Column II
____	1.	status	A.	a person other than a relative who can verify your good name
____	2.	citizen	B.	public officer who can verify legal documents
____	3.	citizenship	C.	act of allowing to enter
____	4.	maiden	D.	person appointed by law to take care of another person
____	5.	verification	E.	person living in a place
____	6.	civilian	F.	sum of money paid for punishment
____	7.	alias	G.	action against a person who committed a crime
____	8.	naturalized citizen	H.	person who by birth or choice becomes a member of a state or county
____	9.	security clearance	I.	proof by evidence
____	10.	bond	J.	a fake name

(Continued)

Objective 5.2.8

Forms (continued)

____	11.	credit reference	K.	special permission to be in top secret area
____	12.	criminal proceeding	L.	person who can give information about another's ability to pay
____	13.	affidavit	M.	agreement to pay back borrowed money with interest added
____	14.	fine	N.	a person who chooses to earn his citizenship
____	15.	loyalty	O.	non-military person
____	16.	resident	P.	unmarried female
____	17.	permanent	Q.	rights and privileges of a citizen
____	18.	guardian	R.	legal position
____	19.	admission	S.	in good faith, genuine
____	20.	transient	T.	passing, not permanent
____	21.	Notary Public	U.	lasting
____	22.	bona fide	V.	faithfulness
____	23.	character reference	W.	statement sworn to be true

Objective 5.2.8

FORMS

DIRECTIONS: Read the form below and answer the questions on the next page.

SAMPLE

APPLICATION FOR EMPLOYMENT

Please print in dark pencil or ink

Date 9-15-76 Social Security No. 070-36-0422

Name Rawlings (Last) Alice (First) May (Middle) Age: 20 Sex F

Present Address 1746 Elm Court (Street) Arlington (City) Va. (State) 22073 (Zip)

Phone No. (703)536-1709 Own Home: ___ Rent: X Board: ___

Date of Birth: 9/8/56 Height: 5'5" Weight: 120 Color of Hair: Br. Color of Eyes: Blue

Married: ___ Single: X Widowed: ___ Divorced: ___ Separated: ___

Number of Children: ___ Dependents Other Than Spouse or Children: ___ Citizen of U.S.A. ___ Yes X No ___

Have You Ever Been Convicted of a Crime? Yes ___ No X If Yes Explain ___

Employment Desired:

Position Salesperson Date You Can Start right now Salary Desired $3.50 per hr.

Are You Employed Now? NO If so, may we inquire of your present employer: ___

Ever Applied to This Company Before? No Where ___ When ___

Education	Name/Location	Years Attend	Date Grad.	Subj. Stud.
Grammar School	Newport Beach Elem. 1604 Bowling Blvd.	8	6/70	Eng., Reading, Math
High School	McLean High School Newport Beach, CA	4	6/74	General and Distributive Ed.
College				
Grade, Business or Correspondence				

Objective 5.2.8

DIRECTIONS: Use the application form on the previous page to answer these questions.

1. Who filled in this application form? ____________________

2. Where does the applicant live? ____________________

3. Does the applicant own her home? ____________________

4. What color eyes does the applicant have? ____________________

5. How many dependents does the applicant have? ____________________

6. Has the applicant ever been convicted of a crime? ____________________

7. For what position is the applicant applying? ____________________

Objective 5.2.8

SAMPLE APPLICATION FOR EMPLOYMENT

DIRECTIONS: Use this form to answer questions 1-12 on the next page.

1. Position Applied For Date

2. Name: Last First Middle Soc. Sec. No.

3. Number and Street City State Zip Telephone

4. Marital Status: Single Married Separated Divorced Widowed Date of Birth

5. In Case of Emergency Notify Name Relationship
Address Phone Number

6. Height Weight Wear Glasses Yes No Handedness Left Right Physical Defects Yes No Explain on Back

EDUCATION

Type of School Name and Address Yrs. Attended Graduated Major

7. Grade/Grammar

8. High School

9. College

10. Business

MILITARY EXPERIENCE

11. Branch of Service Discharge Date/Rank Draft Class Discharge Type

SKILLS

12. What kind of work can you do? Typing Speed

13. What machines can you operate? Shorthand Speed

PRIOR WORK HISTORY

List in order, last or present employer first May we call present employer? Yes No

Dates From To Employer Rate of Pay Job Title Reason for Leaving

14. Name
Address

15. Name
Address

References (Other Than Relatives)

Name Address Occupation

16. 1.

17. 2.

3.

Objective 5.2.8

FORMS

DIRECTIONS: Use the job application form on the previous page to answer the questions below.

1. Your telephone number goes on line #. __________
2. You served four years in the Marine Corps. On which line does this information go? __________
3. On what line will you list your present employer? __________
4. If you are single, on which line will you indicate this? __________
5. On what line might you list a close family member you reside with? __________
6. You graduated from Florida Electrical School. On which line do you list this? __________
7. You worked for May Cohens Department Store before your current job. On which line do you indicate this? __________
8. You have to wear glasses. On which line do you show this? __________
9. Your draft classification is 4-F. On which line do you write this? __________
10. You have a physical problem - a shortened right leg. Where do you explain this problem? __________
11. Your teacher thinks you are a responsible person and a good worker. Where might you list her name? __________
12. You completed high school in 1978. Where would you list this? __________

Objective 5.2.8

FORMS

DIRECTIONS: Complete the information required on the form below.

STUDENT PERSONAL DATA

Last Name, First Middle ______ Date of Birth ______ HR section ______

Home Address ______ Home telephone number ______

Name of Parent/Guardian ______ ______

Mother's Business Address ______ Mother's Business Phone ______

Father's Business Address ______ Father's Business Phone ______

Objective 5.2.8

PERSONAL INTEREST SHEET

Name ______________________________

Address ______________________________

Father ______________________________ Age ____

Mother ______________________________ Age ____

Father and Mother are: Married _____ Separated _____ Divorced _____

Father Deceased _____ Mother Deceased _____

Father Remarried _____ Mother Remarried _____

Father's Occupation _______________ Employer _______________

Father's Education: Less Than 8 Yrs. ____ 12 Yrs. ____ 16 Yrs. ____

Mother's Education: Less Than 8 Yrs. ____ 12 Yrs. ____ 16 Yrs. ____

Mother's Occupation _______________ Employer _______________

Number of Brothers _____ Ages ____ ____ ____ ____ ____ ____

Number of Sisters _____ Ages ____ ____ ____ ____ ____ ____

Do you Have Any Chores Assigned To You At Home? ___ What Are They? ______

____

____

Do You Like To Be With Other People? __ Younger __ Older __ Same Age ___

School Organizations To Which You Belong ______________________________

____

Offices You Have Held ______________________________

Music Instruments You Play ______________________________

Do You Sing? _____ Play Sports? _____ Other Talents? _______________

____

Out-of-School Organizations To Which You Belong? _______________

____

Business Machines You Can Operate ______________________________

______________________________ Right- or Left-Handed _______________

(Continued)

Objective 5.2.8

Personal Interest Sheet (continued)

High School Subject You Have Enjoyed Most ______________________
Least ______________________

Sports You Enjoy Watching ______________________

What Are Your Hobbies? ______________________

Activities You and Your Parents Do Together ______________________
____

How Much Do Your Parents Contribute To Your Support? ______________________

It Is Necessary That You Work? _____ Why? ______________________

Do You Maintain An Active Savings Account? ______________________

Is Your Life Insured? _____ Amount _____ Do You Pay Premiums? _____

Do You Own A Car? _____ Is It Paid For? _____ Will You Have Transportation to Work? _____

Can You Type? ___ How Fast? ___ Take Shorthand? _____ How Fast? _____

Do You Enjoy Reading? _____ Names of Magazines You Read ______________________
____

Do You Read A Daily Newspaper? __ Regularly __ Occasionally __ Never __

Do You Have A Television Set In Your Home? _____

How Much Time Per Day Do You Spend Watching TV? _____

Name Your Favorite Program: 1st ____________ 2nd ____________
3rd ____________ 4th ____________ 5th ____________

List Three Friends Who Attend This School and Know You Best:
____
____
____

In What Occupation Do You Wish To Earn Your Living After You Have Completed Your Education? ______________________

Do You Plan To Go to College? _____ What College? ______________________

If So, What Part Of Your Expenses Will You Have To Pay? None _____
1/4 _____ 1/2 _____ 3/4 _____ All _____

APPLICATION FOR FREE AND REDUCED PRICE MEALS
LEON COUNTY SCHOOLS

Parent's Note: To apply for free or reduced price meals for your child, please fill out this form and return it to the school office. All required information must be filled in for the application to be considered for approval. Please print. Use the attached instructions.

FOR SCHOOL USE ONLY

Total income: ________ Household size: ________

Determination: ___ free ___ reduced price
___ denied

If denied, give reason: ____________________

____

Parents notified: Date: ____________
Approving Official: ____________
Title: ____________
Date: ________

1. Name of Child: ____________________
2. Name of School: ____________ 3. Grade: ___
4. Teacher's name: ____________________
5. Total number of household members:

Food Stamp Households: If your household is **now** receiving food stamps, you may give your food stamp case number and skip question Number 7 about household income.

___ Yes, we received food stamps this month and want school meals. Our food stamp case number is: ____________

6. All Household Members' Names				7. Household Income Before Deductions					
(a)	(b)		(c)	(d)	(e)	(f)	(g)	(h)	(i)
Name(s)	21 or older		Social Security Number	Wages and Salaries	How Often Paid	Social Security	Welfare or ADC	Monthly Child Support or Alimony	Monthly Self-Employed or Other
Last, First	Yes	No							
				(j) Total Monthly Income for Household					

Note: You are not required to answer the following question. No child will be discriminated against because of race, sex, color, national origin, age or handicap.

8. **Race:**
___ White, not of Hispanic origin
___ Black, not of Hispanic origin
___ Hispanic origin
___ Asian or Pacific Islands
___ American Indian or Alaskan Native

9. **Foster Children:** In certain cases foster children are eligible for free or reduced price meals regardless of your household income. If you have such children living with you, please contact the school for special instructions to complete this application.

10. **Social Security:** "Section 9 of the National School Lunch Act requires that in order for your child to be eligible for free or reduced price benefits, you must provide the social security numbers of all adult members of your household. Provision of these social security numbers is not mandatory, but failure to provide the numbers will result in a denial of the application for free or reduced price benefits. This notice must be brought to the attention of all household members whose social security numbers are disclosed. The social security numbers may be used to identify household members in carrying out efforts to verify the correctness of information stated on the application. These verification efforts may be carried out through program reviews, audits, and investigations and may include contacting employers to determine income, contacting the state employment security office to determine the amount of benefits received, checking the documentation produced by household members to prove the amount of benefits received, and checking the documentation produced by household members to prove the amount of income received. These efforts may result in a loss or reduction of benefits, administrative claims or legal actions if incorrect information is reported."

11. **Penalties for Misrepresentation:** I certify that all of the above information is true and correct and that all income is reported. I understand that this information is being given for the receipt of Federal funds; that school officials may verify the information on the application; and that deliberate misrepresentation of the information may subject me to prosecution under applicable State and Federal laws.

12. **Signature of Adult:** An adult household member must sign the application before this application can be approved.

____________________ / ________
Signature Date Signed Telephone (Home) (Work)

13. **Home Address:** ____________________
Street City State Zip code

Objective 5.2.9

WRITTEN MESSAGES

DIRECTIONS: Use this announcement to answer the questions.

The Class of Nineteen hundred and eighty-three
Deer Creek High School
announces the Commencement Exercises
Tuesday evening, May seventeenth
at seven-thirty o'clock
High School Gymnasium

Lola Jane Huntsford

Who are we talking about? ______________________________

What is happening? ______________________________

When is it happening? ______________________________

Where is this taking place? ______________________________

____

DIRECTIONS: Use the information given to fill out the birth announcement at right:

On the fourth of July, 1984, a bundle of joy was given to us. We now have a son, Michael Victor Drey. He is certainly an armful weighing in at 8 pounds 4 oz. and is 21 inches in length. We plan for him to play football and be a doctor.

Jack and Sue

WE'RE SO HAPPY

Name ____________________

Arrived ____________________

lbs. ______ ozs. ________

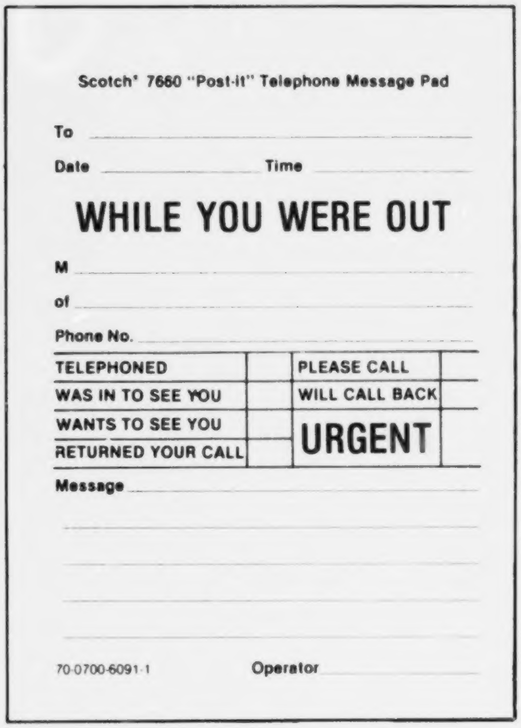
length ____________________

Parents ____________________

Objective 5.2.9

WRITTEN MESSAGES

1. Use the following information to fill out the message form at the left: Yesterday at about 1:00 PM while your sister, Kim, was out, the cheerleader captain called to tell her to be sure and pick up the doughnuts and deliver them before 9:00 A.M. on Sunday. She asked you to be sure to tell Kim she had called and left her phone number (841-7026) in case of a problem.



Scotch® 7660 "Post-it" Telephone Message Pad

To ____________

Date ________ Time ________

WHILE YOU WERE OUT

M ____________

of ____________

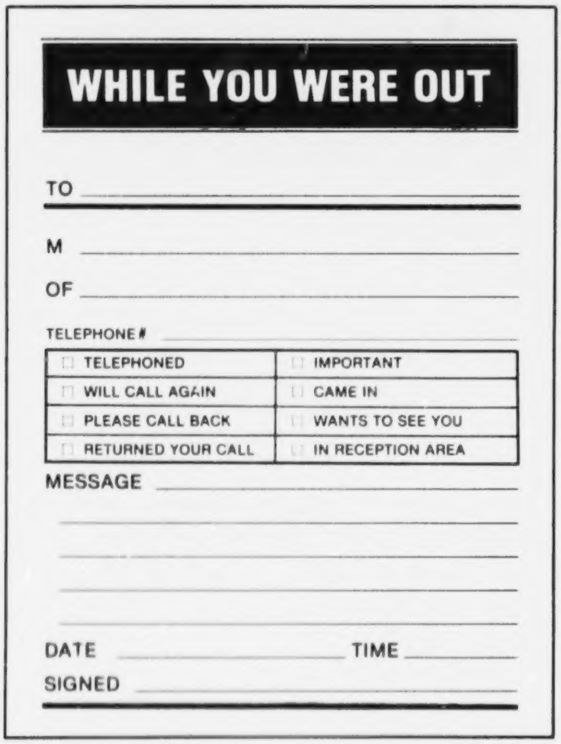
Phone No. ____________

TELEPHONED	☐	PLEASE CALL	☐
WAS IN TO SEE YOU	☐	WILL CALL BACK	☐
WANTS TO SEE YOU	☐	URGENT	☐
RETURNED YOUR CALL	☐		

Message ____________

70-0700-6091-1 Operator ________

2. Use the following information to fill out the message form at the right: The doctor called your mom to cancel her appointment for Friday, the 3rd. He has emergency surgery. She should call his office to reschedule her appointment.



WHILE YOU WERE OUT

TO ____________

M ____________

OF ____________

TELEPHONE # ____________

☐ TELEPHONED	☐ IMPORTANT
☐ WILL CALL AGAIN	☐ CAME IN
☐ PLEASE CALL BACK	☐ WANTS TO SEE YOU
☐ RETURNED YOUR CALL	☐ IN RECEPTION AREA

MESSAGE ____________

DATE ________ TIME ________

SIGNED ____________

Objective 5.2.9

WRITING MESSAGES

BACKGROUND INFORMATION: My name is Helen. I was traveling in Europe and ran out of money. I needed more money from home and had to figure out a way of sending a telegram to ask for money without alarming my parents. The telegram had to be short because a long one would have cost more money than I could spare. I needed an extra $500 sent to the Golden Gate Hotel in Rome, Italy. I sent a telegram on August 13, 1983, to Jim and Angela Broccick, at 189 Addison, Peoria, Illinois.

DIRECTIONS: Fill out the telegram form below using the necessary information from the paragraph above. Remember the main part of the telegram can be only 10 words long.

TELEGRAM

TO: ______________________ Date ____________

____

____

Message: ______________________

____

____

____

SIGNED ____________

Now answer these questions:

1. The Who in this exercise is ____________
2. The What is ____________
3. The When is ____________
4. The Where is ____________
5. The Why is ______ ____________

Objective 5.2.11

EXPRESS OPINIONS, EXPLORE EMOTIONS, IDEAS, AND PROBLEMS

DIRECTIONS: Read the following paragraph and follow the directions given below.

Miss Simple, your math teacher, has just finished a lesson on addition. She's up at the board, with her back turned, giving Cindy help. You're doing the practice sheet at your desk. On his way to the pencil sharpener, Bobby steals your pencil. What happens next?

DIRECTIONS: Choose one of the following questions and write a paragraph about 4 to 6 sentences long.

1. How will you solve the problem of Bobby stealing your pencil?
2. How do you feel when Bobby steals your pencil?

Objective 5.2.11

EXPRESS OPINIONS, EXPLORE EMOTIONS, IDEAS, AND PROBLEMS

DIRECTIONS: Read the following paragraph and answer the question.

You are trying to at least look like you're listening to Mrs. Crock talk about the Civil War. Greg is sitting behind you, shooting spit balls at your head. Mrs. Crock hasn't seen this yet.

How do you feel about this situation and what will happen next? Write a paragraph of 4-6 sentences.

Objective 5.2.11

EXPRESS OPINIONS, EXPLORE EMOTIONS, IDEAS, AND PROBLEMS

DIRECTIONS: Read the following paragraph.

A fight breaks out in the hall between classes. David's best friend, Johnathan, is being shoved against the lockers by Tom. Other students are encouraging Tom to beat up on Johnathan. David decided to pretend he didn't see the fight.

Write a paragraph to describe how David feels about what is happening to Johnathan and how you think David feels about his decision to pretend that he didn't see the fight?

____

____

____

____

____

____

Objective 5.2.11

EXPRESS OPINIONS, EXPLORE EMOTIONS, IDEAS, AND PROBLEMS

DIRECTIONS: Read each situation. Then list some possible actions the person involved could take.

1. A parent informs Tom that on the next school holiday, house responsibilities would be done all day, and there would be no leaving or having friends over. A big beach party has been planned and Tom very much wants to attend. Knowing that the parent is strict and serious, Tom can:
    a.
    b.
    c.

2. A group of students are throwing food in the cafeteria. Keith is sitting in the middle of the food throwing fight. He knows that if he goes one more time to the dean's office he will be suspended. He has been warned about this. Keith can:
    a.
    b.
    c.

3. You have been invited to go shopping with a fairly good friend of yours. While at a department store, you see your friend shoplift something and slip it in a pocket. You are concerned that your friend will get into serious trouble if the store detective catches him or if this habit continues. What can you do?
    a.
    b.
    c.

4. You have forgotten to bring money to purchase a football ticket during lunch. Today is the only day to buy one at a reduced price. You can:
    a.
    b.
    c.

UNIT VI

READING COMPREHENSION

READING COMPREHENSION

OBJECTIVE

6.0 Use fundamental reading comprehension skills. The student should be able to:

- 6.1 master the Minimum Student Performance Standards for Florida Schools in reading required for SSAT, Part I.
- 6.2 read and follow directions to complete a simple task.
- 6.3 recall explicit detail related to plot and setting (who, what, when, where, why and how questions).
- 6.4 recall a sequence of events.
- 6.5 identify main idea when stated or inferred.
- 6.6 identify cause and effect when stated or implied.
- 6.7 infer attitude and emotions of characters in literary selections.
- 6.8 draw conclusions.
- 6.9 distinguish between fact and opinion.
- 6.10 summarize a reading selection.
- 6.11 use contextual and physical clues to determine the meaning of unfamiliar terms.

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Define each of the terms for your students. Provide samples of each. (See Student Study Sheets, pp. 302-304.)

   a. Main idea - a statement that tells what the whole story or paragraph is about. The main idea is usually stated in the first sentence, but could be found anywhere in a paragraph.

Objective 6.0 and 6.3

Suggested Instructional Strategies (continued)

b. Cause/Effect - a cause is what makes something happen. An effect is what happens as a result. In a sentence, either the cause or the effect may be given first. The best strategy is to decide which happened first. The cause must always occur before the effect.

c. Fact/Opinion - a fact is a statement that can be proven. An opinion is what someone believes to be true, but cannot be proven.

d. Inferred Feeling/Emotion - finding evidence on how a person thinks or feels a certain way, even though the sentence or paragraph does not exactly state how the person thinks or feels.

2. Provide the student with sample SSAT II materials. Work with the students on each item. Have them:

   a. Determine what type of question is being asked (main idea, cause/effect, fact/opinion, or inferred feeling/emotion).

   b. Define what they are looking for.

   c. State the key question.

Who, What, When, Where, Why, and How Questions (Cue Words)

Reading comprehension is a process which can be broken down into numerous steps. The Self-Questioning Strategy attempts to simplify that process. Often times students are overwhelmed by the quantity of information they are expected to acquire, store and retrieve. Self-Questioning provides a visual association using symbols to help cue a student in locating specific answers. It encourages the student to become an active learner.

(Continued)

Objective 6.3

Suggested Instructional Strategies (continued)

Self-Questioning Strategy

who	what	where
☺	□	→
when	why	how
🕒	Y	?

Steps in Self-Questioning

1. Read questions. Underline the key word.
2. Code them accordingly.
3. Read passage and code answers to questions while reading.
4. Answer questions by matching codes.

Who, What, When, Where, Why, and How Questions (Cue Words)

Objective:

1.0 Given the self-questioning learning strategy, the student will identify in writing the symbols and their corresponding cue word.

Activities:

1.1 Elicit responses from students to determine why they think the particular symbols are used for the cue words who (☺), where (→), and when (🕒).

Objective 6.3

Suggested Instructional Strategies (continued)

1.2 Scramble the spelling of the cue words. Have students unscramble and match with appropriate code.

1.3 Provide students with six questions beginning with the cue words who, what, where, when, why and how. Students will write the appropriate symbol before each question.

Objective:

2.0 Given a reading assignment using controlled material, the students will label each question with the appropriate self-questioning code.

Activities:

2.1 Give students a series of comprehension questions that begin with any of the 6 adverbs included in the Self-Questioning strategy. Have them code them accordingly.

2.2 Give students sentences that contain information telling when. Have them underline words that indicate when something happens. Next they will make up a new sentence using the same words that tell when. Do the same for who, where, why and how.

2.3 Give students phrases with 2 columns next to each phrase. One column is labeled who, the other when. Student reads phrases and checks the appropriate box in the column labeled who or when. Increase the number of columns up to 6 and include all the Self-Questioning cue words.

Objective:

3.0 Given a reading assignment using materials at the student's reading level, the student will place the appropriate symbol of the self-questioning strategy by the corresponding sentence.

Activities:

3.1 Leave telephone messages for students and have them code the appropriate words with the correct symbols indicating who, what, when, where, why or how.

Objective 6.3

Suggested Instructional Strategies (continued)

3.2 Provide students with written invitations. Have them code the appropriate words with the correct symbols.

3.3 Cut out short newspaper articles. Have students locate the 5 W's and code accordingly.

3.4 Put a short passage on an overhead transparency. Have students read and code accordingly.

3.5 Give students a high interest passage to read. They will code only the cue words that are applicable.

Objective:

4.0 Given a reading assignment using materials at the student's reading level, the student will match the codes by the questions with the codes in the passage and answer the questions.

Objective 6.0

1. Main idea - a statement that tells what the whole story or paragraph is about. The main idea is usually stated in the first sentence, but could be found anywhere in a paragraph.

   Read the paragraph and all the choices for main idea. After you have made your selection, ask yourself, "How many sentences in the paragraph give me more information about the main idea I selected?"

   If you have selected the correct main idea, your answer should be, "most of the sentences give me more information about my main idea." If not, re-read the paragraph. Make another choice for the main idea and ask yourself the same question.

   Key Question: How many sentences in the paragraph give me more information about the main idea I selected?

   Example: People spend over 1/3 of their lives doing something very important--sleeping. Sleep is important in many ways. It provides physical and mental rest. Most of a person's growth and development occurs during sleep. No clear minimum sleep requirements have been established, but the average person needs between six and eight hours per day. Not getting enough sleep can cause such problems as headaches, dizziness, and indigestion; along with the normal feeling of tiredness. As anyone can see, sleep is an important and necessary part of life.

   a. People spend over 1/3 of their lives doing something very important.

   b. The average person needs between 6 and 8 hours of sleep per day.

   c. Sleep is an important and necessary part of life.

   d. Most of a person's growth and development occurs during sleep.

(Continued)

Objective 6.0

2. Cause/Effect - a cause is what makes something happen. An effect is what happens as a result. In a sentence, either the cause or the effect may be given first. The best strategy is to decide which happened first. The cause must always occur before the effect.

   Key Question: Which event happened first?

   Example: My finger bled when I cut it. Which is the cause? The cause must happen first. You would have to cut your finger before it would bleed. Therefore, I cut it is the cause. My finger bled is the effect.

3. Fact/Opinion - a fact is a statement that can be proven. An opinion is what someone believes to be true, but cannot be proven.

   Key Question: Can this statement be proven?

   Example: John thinks math is easy.--Opinion.

   This is what John thinks. "Easy" can't be proven.

   John got an "A" in math.--Fact.

   It could be proven that John got an "A" in math.

4. Inferred Feeling/Emotion - you can find evidence that a persons thinks or feels a certain way, even though the sentence or paragraph does not exactly tell how the person thinks or feels.

   Read the paragraph and the choices for inferred feeling/emotion. After you have made your selection, ask yourself "How many sentences in the paragraph provide evidence to support the feeling/emotion I selected?

   If you have selected the correct feeling/emotion, your answer should be, "Most of the sentences provide evidence to support the feeling/emotion I selected." If not, re-read the paragraph. Make another choice for inferred feeling/emotion and ask yourself the same question.

(Continued)

Objective 6.0

Inferred Feeling/Emotion (continued)

Key Question: How many sentences in the paragraph provide evidence to support the feeling/emotion I selected?

Example: Rick talked at length about the satisfaction he got from working with wood. He described the skill that could be learned in using power tools. He brought in pieces of oak and walnut and showed the difference in the grain of the two woods. Finally, he showed us a cabinet he had made at a cost of $65 that would cost $350 if bought in a retail store.

Which sentence best tells the belief of the speaker?

a. Rick believes that everyone should take woodshop.

b. Rick believes power tools are necessary for cabinet making.

c. Rick believes walnut is better than oak.

d. Rick believes that cabinet making is worth the time and effort.

Objective 6.2

FOLLOWING WRITTEN DIRECTIONS

Following Directions on a Test

When you take a true-false test you may be asked to answer in a special way. On this page you will find different kinds of directions with questions following them. Answer the questions exactly as the directions tell you.

DIRECTIONS: Decide whether each statement is true or false. Next to each statement, print T for true and F for false.

_____ 1. A nickel is equal to 5¢.

_____ 2. Dogs and cats always are enemies.

_____ 3. A green traffic light tells you to go.

DIRECTIONS: Decide whether each statement is true or false. Write the word true or the word false on the line next to each statement.

_____ 4. A bicycle has three wheels.

_____ 5. Babies always crawl before they walk.

_____ 6. Shoes are worn on the hands.

DIRECTIONS: Some of the following statements are true; some are false. If a statement is true, do nothing to it. If a statement is false, cross out the part that makes it false; then rewrite the part you crossed out in order to make a true statement.

_____ 7. Spring arrives every March.

_____ 8. You can watch exciting programs on the radio.

_____ 9. Many people have carpets on their ceilings.

_____ 10. Passengers in airplanes must use seat belts.

_____ 11. Ink is used in pencils.

Objective 6.2

FOLLOWING WRITTEN DIRECTIONS

Following Directions on a Test

On this page are directions for answering two different types of multiple choice questions. Read the directions; then show your answers exactly the way the directions tell you to.

A. DIRECTIONS: Circle the letter in front of the correct answer.

1. The name of the first President of the United States was:

   a) Abraham Lincoln b) Donald Duck
   c) George Washington

2. The White House is in:

   a) Philadelphia, PA b) Washington, D.C.
   c) Tallahassee, FL

3. People in the United States can vote when they reach the age of

   a) 21 b) 18 c) 25

4. Fish live in:

   a) air b) outer space c) water

B. DIRECTIONS: In each of the following sentences, underline the word in the parentheses that makes the sentence correct.

1. Human beings breathe (water, air, fire).

2. There are (10, 14, 12) months in one year.

3. A ton is equal to (2000, 1000, 3000) pounds.

4. During a Leap Year, an extra day is added to (May, July, February).

Objective 6.3

WHO, WHAT, WHEN, WHERE, WHY, AND HOW QUESTIONS

DIRECTIONS: Read and discuss each of the following.

1.0 Given the Self-Questioning Learning Strategy, the student will identify in writing the symbols and their corresponding cue words.

DIRECTIONS: Read the question. Underline the cue word. Write the symbol next to it.

1. Why do you go to school?
2. Who do you like the best?
3. When are you going home?
4. What is your favorite ice cream?
5. How do you know when to stop?
6. Where do you live?

2.0 Given a reading assignment using material at the student's reading level, the student will label each question with the appropriate self-questioning code.

DIRECTIONS: Read the questions. Code them.

1. When does the arcade open? ________ close? ________
2. Who is allowed in the arcade in this city? ________
3. Where can the kids go to play games? ____________

(Continued)

Who, What, When, Where, and How Questions (continued)

3.0 Given a reading assignment using material at the student's reading level, the student will place the appropriate symbol of the self-questioning code by the corresponding sentence.

DIRECTIONS: Read the story below. Put codes by the answers to the questions above.

To Work and Play

There should be an arcade for kids 16 years old and under, and one for kids 17 and over. Our city has one for younger kids. It opens at 3:00 p.m. (after school) and closes at 9:30 p.m. (at curfew).

4.0 Given a reading assignment using material at the student's reading level, the student will match the codes by questions with the codes in the passage and answer the questions.

DIRECTIONS: Answer the questions in 2.0 by matching the codes.

Objective 6.3

WHO, WHAT, WHEN, WHERE, WHY, AND HOW QUESTIONS

DIRECTIONS: Follow the directions to answer each questions below.

I. Fill in the blanks with the correct answer.

1. If a question begins with the cue word "who" the answer will probably be a ________.
2. If a question begins with the cue word "when" the answer will probably be a ________ or a ________.
3. If a question begins with the cue word "where" the answer will probably be a ________ or a ________.

II. Place the correct symbols next to the following cue words.

4. who ______________
5. what ______________
6. where ______________
7. when ______________
8. why ______________
9. how ______________

III. Read the questions. Look at the underlined cue words. Circle the answer that explains what the underlined word (cue word) describes.

10. Who will be responsible for delivering the package?
    a) time b) thing c) person d) type
11. When do you think the roses will bloom?
    a) place b) time c) way d) amount
12. From where are the strange sounds coming?
    a) choice b) place c) person d) time
13. For what are you going to leave early?
    a) time b) amount c) reason d) place
14. How can we replace all those panes of glass?
    a) time b) amount c) place d) way
15. Why are there two lights in this room?
    a) number b) type c) reason d) time

Objective 6.3

WHO, WHAT, WHEN, WHERE, WHY, AND HOW QUESTIONS

DIRECTIONS: First, read the eight questions below and on page 311. Code them. Read the paragraphs, and put the correct symbols by the answers to the questions. Answer the questions by matching the code.

Portugal, a small country in Western Europe, sent explorers to search for an all-water route to the Far East. As they traveled, the Portuguese explorers set up trading posts along the coasts of Africa. These trading posts protected the Portuguese trade routes from attack by other nations. Portugal became rich from trading with the Far East, but eventually, stronger countries captured many of their trading posts.

Portugal's closest neighbor is Spain. During the 1500's Spaniards began to explore lands to the west across the Atlantic Ocean.

In 1519 Hernando Cortez, a Spanish explorer, set out for Mexico in search of gold and silver. In Mexico he and his soldiers found the Aztec Indians living in beautiful cities. In these cities were gold and silver mines. Cortez and his soldiers fought and conquered the Aztec Indians, gaining control of their mines.

1. Where is Portugal located? ______________________
2. Who went to the Far East? ____________ Why? ________

____

(Continued)

Questions (continued)

3. What did the explorers set up? ______________________________
______________________________ Where? ______________________________
____

4. Why were the trading posts important? ____________________
____

5. Who later captured many of the Portuguese trading posts? ______________________________

6. Who is Portugal's closest neighbor? ____________________

7. When did the Spaniards begin to explore lands across the Atlantic? ______________________________

8. Who set out for Mexico looking for gold and silver?
____

Objective 6.3

WHO, WHAT, WHEN, WHERE, WHY, AND HOW QUESTIONS

DIRECTIONS: Read the questions. Code them. Read the paragraph and put the correct symbols by the answers to the questions. Answer the questions by matching the code.

The green turtle does not come on land very often. It is too hard for it to carry its heavy shell across the sand. When a turtle walks on land, it stops often. It must lift its shell to get air into its lungs. The turtle makes a funny sound when it breathes. The female green turtle lays her eggs on the beach at night. She digs a deep hole with her flippers. Then she lays about 100 round white eggs. They are about the size of ping pong balls. She comes back every 10 days and lays another "clutch" of eggs. She lays five clutches in all. She covers each clutch with sand.

1. Why does the turtle lift its shell? ________________
2. When does the turtle come back to lay another clutch of eggs? ________________
3. Where does the female turtle lay her eggs? ________________ When? ________________
4. With what does she cover her eggs? ________________
5. Who has to stop often when walking on land? ________________
6. How does she dig a deep hole? ________________
7. What happens when a turtle breathes? ________________
8. How many "clutches" does she lay? ________________

Objective 6.4

SEQUENCE OR TIME ORDER

DIRECTIONS: Read the following selections and circle the correct answer to the questions.

Having the barbecue as a reward for the highest SSAT score winners became a big problem. First, the scores were late to arrive at school. When the scores did arrive, the principal was out of town for a two-day meeting. Therefore, purchase orders for the food could not be signed. Finally, the key to the shed that housed the large, drum grill was lost somewhere in the band room.

1. Did the principal go out of town after the scores came to the school? yes no
2. Did the principal sign the purchase orders before she left town? yes no

Cary knew that his mom would be happy when she got home. He had just finished mopping the kitchen floor. Before that, he had vacuumed and straightened the house. He had also mowed the yard. Cary had done all of his chores in one day!

1. Cary vacuumed and then mopped. true false
2. Cary mowed the lawn the first thing in the morning.

   true false doesn't say

Objective 6.4

SEQUENCE OR TIME ORDER

Nancy got to go to the bank with her father for the day. Nancy began to be helpful by addressing some envelopes. Then she had lunch after she filed some papers. After lunch Nancy answered the telephone and cleaned her father's desk. Nancy enjoyed the day she spent working with her father.

DIRECTIONS: Circle the numeral below which represents the correct sequence of the above paragraph.

Nancy:

1. addressed envelopes, had lunch, filed, answered the phone, and cleaned the desk.

2. addressed envelopes, answered the phone, had lunch, filed, and cleaned the desk.

3. addressed envelopes, filed, had lunch, answered the phone, and cleaned the desk.

4. addressed envelopes, filed, had lunch, cleaned the desk, and answered the phone.

Objective 6.5

THE MAIN IDEA

DIRECTIONS: Read the following paragraphs. Circle the letter of the sentence that best states the main idea of the paragraph.

Paragraph 1

Although many kids don't read enough, a few spend too much time with books. They will neglect homework to read a good novel, miss needed sleep to see how a story ends, or sit in the house reading when they should be exercising in the fresh air and sunshine.

1. Which sentence best states the main idea?
   A. Some kids prefer reading to television.
   B. A few young people read when they should be getting exercise.
   C. Some kids read fifty or more books a year.
   D. Some young people read more than they should.

Paragraph 2

Stan Shippe builds huge apartment complexes nowadays. He got his start during his college days managing a small four-unit apartment building. He and his wife cleaned each empty apartment, saw that repairs were made when needed, collected rents, and kept books for the owner.

2. Which sentence best states the main idea?
   A. Stan cleaned apartments when tenants moved out.
   B. Stan began his career as a manager of a four-unit apartment building.
   C. Stan collected rents and kept books for the owner.
   D. Stan is now a successful contractor and developer.

(Continued)

Objective 6.5

The Main Idea (continued)

Paragraph 3

Lou Gehrig died in 1941, but baseball fans of the 70's know of his playing skill. Harry Houdini has been dead more than fifty years and today is recognized as the cleverest magician of all time. Anna Pavlova's death came in 1931, but her name still stands for the most wonderful dancer the world has ever seen. The names of truly great performers live on after the performers themselves are gone.

3. Which sentence best states the main idea?
   A. Anna Pavlova was a famous dancer.
   B. Names of great performers are remembered.
   C. Houdini's magic tricks have been copied.
   D. Lou Gehrig was a baseball star.

Paragraph 4

The central section of Florida is attracting more tourists every year. Disney World is the great drawing card and dozens of modern motels line the highway for miles around. Other attractions across the middle of the state include low rolling hills enclosing hundred of lakes, beaches on the east and west coasts, and the space complex at Cape Kennedy.

4. Which sentence best states the main idea?
   A. More tourists are visiting Central Florida every year.
   B. Tourists make side trips to Cape Kennedy.
   C. The motel business is growing as the number of tourists increase.
   D. Hills and lakes provide an attractive setting.

(Continued)

The Main Idea (continued)

Paragraph 5

Jo and Bill had great fun planning their first camping trip. From books, magazines, and friends they gathered information about gear and supplies they should buy. The spot on the lake where they put up their tent was as beautiful as they had hoped it would be. They were lucky in that the weather was cool and clear. For a week they swam, hiked, fished, and rested. How reluctant they were to pack up and head for home!

5. Which sentence tells the main idea best?
   - A. The weather was perfect for camping.
   - B. Jo enjoys swimming more than fishing.
   - C. Jo and Bill had a good time camping.
   - D. Jo and Bill planned carefully for their camping trip.

Paragraph 6

Mildred stays late at school on Tuesday afternoons to help proof a copy of the school paper. She enjoys the time she spends planning programs for the History Club, but she doesn't like writing up the minutes of the Voc-Ed Club of which she is secretary. Her favorite extracurricular activity is membership in the Camera Club.

6. Which sentence tells the main idea best?
   - A. Mildred enjoys the Camera Club.
   - B. Mildred likes planning programs better than writing minutes.
   - C. Mildred is busy with extracurricular activities.
   - D. Mildred spends a lot of time taking pictures.

Objective 6.5

THE MAIN IDEA

DIRECTIONS: Read the following paragraphs. Circle the letter of the sentence that best states the main idea of the paragraphs.

As Toby's junior year drew near, he decided that if he wanted to be sure of a job when graduation time came, he must do more than just wait for the next two years to roll by.

First, he visited the Florida State Employment Service to find out what skills were most in demand. Then he talked to his counselor and got a transfer to the Vocational Center.

The following year he went again to his counselor to apply for the work-study program. He knew that if he could earn a reputation with a company as a good careful worker, his employer would be likely to either hire him on a regular basis or recommend him to a friend.

During the last two years of school he was also determined to make average or better grades so that he could take a good school record with him into the job market.

Which sentence tells the main idea best?

A. Toby visited the Florida State Employment Service.
B. Toby wanted some businessman to know he was a hard worker.
C. Toby studied hard to keep up his grades.
D. Toby planned carefully to be sure of a job after graduation.

Objective 6.6

CAUSE - EFFECT

DIRECTIONS: Read the following statements. Circle the letter of the answer that best states the cause of the statement.

1. The train crashed into the mountainside.

    a. Many of the passengers were injured.
    b. There are very few train wrecks today.
    c. The engineer failed to judge the distance properly.
    d. The track should never have been built in the mountain range.

2. The young girl cried loudly.

    a. Her purse contained all her money.
    b. Her purse was stolen.
    c. A policeman stopped to help her.
    d. The policeman recognized the girl.

3. The package did not arrive on time.

    a. The girl didn't receive her gift in time for her birthday.
    b. The postal service requires insurance on packages.
    c. The postage rate had increased.
    d. The sender had mailed it too late.

4. Janet missed her dental appointment.

    a. Her braces were painful.
    b. The receptionist made another appointment.
    c. The dentist was Janet's uncle.
    d. She had misplaced her appointment card.

5. Ann found out the company would not insure teenagers.

    a. Teenagers drive to school and work.
    b. Cars today are terribly expensive.
    c. Teenagers have a high accident rate.
    d. Ann had to put her name on her father's policy.

Objective 6.6

CAUSE - EFFECT

DIRECTIONS: Read the following statements. Circle the letter of the answer that best states the effect of the statement.

1. The brakes on Mr. Smith's car failed.

   a. Mr. Smith forgot to have his brakes fixed.
   b. Mr. Smith ran into the back of another car.
   c. Mr. Smith ran out of gas.
   d. Mr. Smith got a speeding ticket.

2. John found Mr. Jones' wallet on the side walk.

   a. Mr. Jones had a rip in his pants' pocket.
   b. John walked home from school that day.
   c. John received a reward from Mr. Jones for returning the wallet.
   d. The wallet was black.

3. John left his lunch money at home.

   a. John missed the school bus.
   b. John always forgets things.
   c. John overslept that morning.
   d. John had to borrow money to eat lunch.

4. Tom hit a home run in the third inning.

   a. Tom is the pitcher.
   b. Tom runs were scored in the third inning.
   c. Tom hit a single in the first inning.
   d. Tom's parents were at the game.

5. Mary's car had a flat tire.

   a. There was a nail in the tire.
   b. Mary had radial tires.
   c. Mary ran out of gas.
   d. Mary was late for her appointment.

Objective 6.7

INFERRED FEELING AND EMOTION

DIRECTIONS: Read each paragraph below. Circle the letter of the correct answer to the question about the paragraph.

Paragraph 1

The AMTRAK agent was speaking to Grove Lake Community Club members. She said that travel by train is desirable for touring the United States because more of the country-side can be seen from a train. She told of the cities, farm lands, and scenic wilderness through which the trains passed. She spoke of friends she had made as she crossed the country by AMTRAK.

1. Which sentence best tells the belief of the speaker?

   a. The agent believes the club should sponsor a tour.
   b. The agent feels that wilderness areas should be preserved.
   c. The agent feels that riding on a train is a good way to travel.
   d. The agent feels that Americans should see the United States first.

Paragraph 2

The president of the club was giving her speech following the installation of officers. She said that a few people had been doing most of the work. She added that many members who were not active had talents needed to make the club more successful. She urged everyone present to sign up for at least one committee so that each one would feel proud of being involved.

(Continued)

Inferred Feeling and Emotion (continued)

2. Which sentence best tells the belief of the speaker?

   a. The president believes club members don't care.
   b. The president believes the officers should carry out club projects.
   c. The president feels that regular attendance shows the interest in the club.
   d. The president feels that all members should take an active part in the club projects.

Paragraph 3

The father was talking to his teen-agers about work. He said that after they were out of school and on the job, few people would ask what grades they had made in school. He told them that what every employer is looking for is a person who will give eight hours work for eight hours pay. He added, "Most employers will overlook a few mistakes if they see you are making a real effort to give satisfaction."

3. Which sentence best tells the belief of the speaker?

   a. Father believes school grades will affect employment.
   b. Father believes that hard work pays off.
   c. Father believes most young people are trifling.
   d. Father believes his own children are good workers.

Objective 6.8

DRAWING CONCLUSIONS

DIRECTIONS: Answer the following questions and be ready to discuss in class the concept of drawing conclusions.

1. You have just walked into the house. You hear pots being slammed around in the kitchen. As you pass the kitchen, your mother doesn't say anything to you, not even "hello."

   You sense that she is ______________________________

   Give reasons for your conclusions. ____________________

   ____

2. You walk through the den or living room around 5:45 PM. Your dad is in a chair. He is asleep. His shoes are off, and his shirt is partially unbuttoned. The TV is going, and he can't hear the noise your younger brother is making.

   You sense that your dad is ___________________________

   Give reasons for your conclusions. ____________________

   ____

3. A student is jumping up and down. The student has a report card in her hand. The student looks excited and happy.

   You sense that this student is _______________________

   Give reasons for your conclusions. ____________________

   ____

(Continued)

Objective 6.8

Drawing Conclusions (continued)

4. You see your brother get out of his girlfriend's car. Instead of lingering around the car he slams the door, comes in, and goes straight to his room. When you flippantly ask how his girlfriend is, he grunts, turns over, and says "forget it."

   You sense that your brother is ______________________

   Give reasons for your conclusions. ____________________

   ____

5. You see Jim come to class several minutes earlier than usual. You see Jim fussing with a small piece of paper and getting ready for a spelling test. As the teacher calls out the first word, you see Jim look smug, look at the small piece of paper in the cuff of his sleeve, and then write down the word.

   You sense that Jim is ______________________

   Give reasons for your conclusions. ____________________

   ____

6. Although Jim expressed some concerns to you earlier, you see him climb the stairs of a high diving board. Without hesitating Jim takes his position on the edge of the board. He looks at the judges once, smiles, and goes into a perfect dive.

   You sense that Jim is ______________________

   Give reasons for your conclusions. ____________________

   ____

Objective 6.9

FACT OR OPINION

DIRECTIONS: Read the following statements. In each blank, write **F** if the statement is a fact, **O** if the statement is an opinion.

________ 1. Harry S. Truman was the thirty-third President of the United States.

________ 2. Most teachers are strict.

________ 3. Baseball is better than ever.

________ 4. The recent exploration of the moon provided scientists with samples and test data.

________ 5. Women are superior to men.

________ 6. Traveling is the only way to develop an appreciation of foreign countries.

________ 7. Most accidents happen within three miles of home.

________ 8. Supplemental vitamins keep you healthy.

________ 9. More accidents occur in winter than in summer.

________ 10. Seasonal variations in temperature make you feel healthier.

________ 11. Lewis Carroll was born on January 27, 1832.

________ 12. Thanksgiving Day is always on a Thursday.

________ 13. Stopping for a pizza after the game is a good idea.

________ 14. All cakes should have chocolate frosting.

________ 15. This desk is thirty-three inches high and twenty inches wide.

(Continued)

Objective 6.9

Fact or Opinion (continued)

_______ 16. Oh-So-Smooth lotion is the very best thing you can use for your face.

_______ 17. Many women's faces become rough, red, and dry from winter weather.

_______ 18. Nothing can be more harmful to your face than harsh soaps.

_______ 19. The best way to fight roughness is by smoothing a gentle film of Oh-So-Smooth on your face several times a day.

_______ 20. Oh-So-Smooth comes in plastic jars or convenient squeeze tubes.

_______ 21. It is available at your local department store.

_______ 22. Boneset is a flowering plant that grows wild in American and Canadian meadows.

_______ 23. It is a composite flower; without a doubt, the ugliest member of the aster family.

_______ 24. The fall-blooming flowers are grayish white.

_______ 25. Dried boneset leaves can be used to make a medicinal tea that reduces fever.

Objective 6.9

FACT OR OPINION

DIRECTIONS: Read each paragraph. Circle the letter of the correct answer.

Paragraph 1

After a visit to the Jacksonville Art Museum, Bill wanted to learn more about great art and artists so he signed up for humanities in his senior year. At the end of the semester, he felt disappointed because it seemed to him the class spent too much time on philosophy and literature and neglected other aspects of the humanities. He thought the guidance counselor should have told him more about the course before he enrolled.

1. According to this story, which sentence is a FACT?

A. Bill took a humanities course.
B. The guidance counselor should have told Bill more about the course.
C. The teacher spent too much time on literature.
D. The teacher neglected art, music and architecture.

Paragraph 2

Timmy's father is a contractor. Last year he built a new home for his family, and Timmy went with him often to watch the new house going up. Timmy is sure that the materials in the house are the finest and the carpenter-work in the house is the best of any house ever built. To Timmy, it is the most beautiful house in the neighborhood.

2. According to this story, which sentence is a FACT?

E. The building materials are of the best quality.
F. Timmy's father built a house for his family.
G. The house is more beautiful than any other one.
H. The workmanship is better in this house than in any other house.

(Continued)

Objective 6.9

Fact or Opinion (continued)

Paragraph 3

Twenty outstanding high school graduates were hired by Rich's, Inc., to train for junior executive positions. They spent two weeks in classes conducted by the personnel staff. For the next six months, they worked as sales clerks and were shifted from department to department in the large retail store. They served as extra clerks in Housewares on "Dollar Day" each Thursday. They received the wages of a regular sales clerk. They felt that their superior abilities were being wasted.

3. According to this story, which sentence is an OPINION?
   A. Two weeks' training was conducted by the personnel staff.
   B. The superior abilities of the graduates were being wasted.
   C. The trainees were shifted from department-to-department.
   D. Each Thursday they worked in the housewares department.

Paragraph 4

The hood of Ray's car was leaking so that water puddled on the floor in front when it rained. The man at the body shop said he would have to find the leak before making an estimate of the cost of repairs, so Ray left the car. When he called the next day, Ray thought the estimate was reasonable so he told the bodyman to go ahead with the work.

4. According to this story, which sentence is an OPINION?
   E. The bodyman kept the car to look for the leak.
   F. The estimate was reasonable.
   G. Water puddled on the floor during a rain.
   H. The bodyman gave Ray an estimate for sealing the leak.

Objective 6.10

SUMMARY REPORT

DIRECTIONS: Answer the following questions about a reading selection.

What is the title of the selection that you read?

____

What was the main idea of the selection?

____

____

____

What happened in the beginning of this reading selection?

____

____

____

What happened in the middle of the selection? ______________

____

____

____

What do you think the author did to make this an interesting selection to read? ______________________________

____

____

____

Objective 6.10

Summary Report (continued)

DIRECTIONS: Find and write five new vocabulary words from your book. Write the dictionary definition of words. Use each word in a sentence.

1. word: ____________________

   definition: ____________________

   ____

   sentence: ____________________

   ____

2. word: ____________________

   definition: ____________________

   ____

   sentence: ____________________

   ____

3. word: ____________________

   definition: ____________________

   ____

   sentence: ____________________

   ____

4. word: ____________________

   definition: ____________________

   ____

   sentence: ____________________

   ____

5. word: ____________________

   definition: ____________________

   ____

   sentence: ____________________

   ____

UNIT VI READING COMPREHENSION **Student Study Sheet**

Objective 6.11

USING CONTEXTUAL AND PHYSICAL CLUES TO DETERMINE THE MEANING OF UNFAMILIAR TERMS

Context clues present information about the meaning of unfamiliar words in a variety of forms.

1. An *example clue* provides examples of the word.

   Vehicles, cars, trucks, and buses, use gasoline.

2. A *direct explanation* clue explains the meaning of the word.

   A *gyroscope* is a wheel mounted to spin rapidly about an axis.

3. A *definition clue* defines the word.

   The papers must be in *consecutive order*, one after the other.

4. A *comparison or synonym clue* provides a synonym or synonym phrase as a clue to the meaning of the word.

   The continuous *vexations*, annoyances, are driving me crazy!

   His *ingenuity* at solving the problem was a sign of intelligence.

5. A *contrast or antonym clue* uses antonyms or contrasting phrases as clues to the meaning of a word.

   John lives like a *pauper*, but he has a huge bank account.

   Although he looks clumsy, he is quite *nimble*.

Physical clues present information about the meaning of words in several ways.

1. *Photographs*, *pictures*, *drawings*, etc., can help you infer the meaning of a word.

   Pictures of people laughing and smiling would help you infer the meaning of the word *mirth*.

2. *Graphs*, *maps*, *charts* and *diagrams* can also help in the understanding of certain vocabulary words.

Objective 6.12

CONTEXT AND PHYSICAL CLUES

DIRECTIONS: Determine the meaning of the underlined word in each sentence and write the meaning on the line. In front of each sentence, write the number of the rule that helped you decide the meaning. (Use the Student Study Sheet to find the rule).

________ 1. He was studying so intently that he didn't hear me speak. ________________

________ 2. He must have inherited his ability to concentrate from his father. ________________

________ 3. The trickle of rain had turned into a torrential downpour by nightfall. ________________

________ 4. The man's account of the robbery was so lucid, that the police were very clear about what had occurred. ________________

________ 5. The hunter made several excursions, short trips, into the forest to look for the wounded animal. ________________

________ 6. A remote control on your television set makes it possible to change channels without leaving your seat. ________________

________ 7. A trusting smile is much more attractive than a cynical sneer. ________________

________ 8. The group started as a clean-up committee, but has evolved into a very positive force within the community. ________________

________ 9. The once deteriorated neighborhood has been cleaned up and is now much in demand as a place to live. ________________

________ 10. The girl's anguish turned to joy when her kitten was found. ________________

________ 11. Dad was agast when he heard that the plane had just crashed. ________________

________ 12. The building had been engulfed by fire and was a total loss. ________________

APPENDIX

RESEARCH-SUPPORTED PROCEDURES IN SPELLING

1. Pupil interest is crucial to spelling improvement. The development of a positive attitude toward spelling improvement is the key to actual improvement. For genuine spelling growth, a positive attitude, rather than grades or competition, should be emphasized. However, mere pride in spelling alone is no substitute for efficient and meaningful practice periods. Accurate spelling ability is most likely the result of "over-learning" which fixes the word image in the pupil's mind.

2. Spelling words presented in list form, rather than in sentence or paragraph form, are learned more quickly, remembered longer, and transferred more readily to new context.

3. Utilization of a pretest is essential. The student then studies those words that are shown to be difficult.

4. The self-corrected-test procedure, under the direction of the teacher, is the single most important factor in learning to spell. It is clearly appropriate for all ages and abilities and should be implemented within the total spelling program.

5. A systematic, easy-to-use word-study procedure is essential for student mastery of difficult words. The word-study procedure should involve visual, auditory, and kinesthetic modalities.

6. A crisp spelling program of between 12-15 minutes per period, 5 days per week, is sufficient to maintain and improve spelling ability.

7. The test-study-test method is superior to the study-test method with most students.

8. Most attempts to teach spelling by phonic rules are questionable.

9. Learning to spell a word should involve the student forming a correct visual image of the whole word. The presentation of words in syllabified form has no advantage over whole-word presentation.

10. Drawing attention to the "hard spots" of a word has no value in improving spelling ability. Students learn words as whole units, not individual parts.

11. The words of highest frequency in child and adult writing should be the spelling words studied by students.

12. Since most spelling words are high frequency words, already known and used by the students, it is not important to the spelling task to spend time on word meanings.

13. Frequent opportunities to use spelling words in writing contribute significantly to the maintenance of spelling ability.

14. The major contribution of spelling games is the stimulation of pupil interest. The activities should supplement, not supplant, systematic instruction.

15. Students should not be required to make repeated writings of words without intervening attempts at recall. The practice of having a child copy a word several times in quick succession has no value in spelling.

16. The practice of writing words in the air is of doubtful value since the arm and hand movements are generally not the same as those used in the writing of words.

17. There are very few rules that will provide the student with concrete spelling direction. Emphasis must be on teaching the student to learn the ways that words are spelling and not depend upon any one approach or way to spell a speech sound.

18. Immediate and careful remediation is imperative for students who have spelling deficits. It is important to isolate the cause of the problem. Often, the problem lies with one or more of the following: lack of interest; poor proofreading skills; limited writing ability; lack of direction concerning what words to study; dawdling; improper self-correction practices.

19. Oral spelling lessons should not occur frequently. Spelling ability is defined as the ability to write a word rather than spell it aloud.

20. Much practice in application - writing - is an essential part of any good spelling program.

21. Instruction in how to proofread for specific items, along with practice in doing this kind of proofreading, can help the student be a more careful speller.

Note: These recommendations are based on a careful review of the research. Spelling: Learning and Instruction - Research Practice by Fitzsimmons and Loomer (1980) and Spelling Research by Curriculum Associates, Inc. (1986) were especially helpful. These publications represent the findings of approximately 120 studies.

Curriculum Improvement Team
Language Arts/Reading K-12
Leon County Schools
Tallahassee, Florida

COURSE STUDENT PERFORMANCE STANDARDS IN PASS

Course Title: English Skills I Course No.: 1001300

Outcome	SPS - The student will:	Yes	Unit(s)	*Partially	Unit(s)	No
1. Use fundamental reading comprehension skills.	1.01 Identify the stated main ideas of a reading selection.	X	VI			
	1.02 Answer "who" questions about a reading selection.	X	VI			
	1.03 Answer "what" questions about a reading selection.	X	VI			
	1.04 Answer "where" questions about a reading selection.	X	VI			
	1.05 Answer "when" questions about a reading selection.	X	VI			
	1.06 Answer "which" questions about a reading selection.	X	VI			
	1.07 Answer "how" questions about a reading selection.	X	VI			
	1.08 Determine the order of events in a given passage.	X	VI			
	1.09 Identify the stated cause or effect in a reading selection.	X	VI			
	1.10 Follow written directions to complete a simple task.	X	VI			
	1.11 Identify the pronoun referent in a sentence or paragraph.	X	V			
	1.12 Distinguish between facts and opinions in a reading selection.	X	V			

*If the Student Performance Standard is only partially addresssed, this column will be marked instead of the yes or no column.

COURSE STUDENT PERFORMANCE STANDARDS IN PASS

Course Title: English Skills I Course No.: 1001300

Outcome	SPS - The student will:	Yes	Unit(s)	*Partially	Unit(s)	No
2. Demonstrate knowledge of a basic vocabulary as determined by a specified word list.	2.01 Use selected grade-level vocabulary in writing.	X	II,IV			
	2.02 Identify root or base words.	X	II			
	2.03 Identify the meanings of words in context.	X	II			
	2.04 Identify synonyms and antonyms.	X	II			
	2.05 Distinguish between/among meanings of homonyms.	X	II			
	2.06 Spell words from the Florida Lists for Assessment of Spelling (FLAS).	X	II			
	2.07 Identify frequently used words by sight.	X	II			
3. Use fundamental conventions of standard written English.	3.01 Identify appropriate punctuation for a given sentence.	X	V			
	3.02 Identify appropriate capitalization for a given sentence.	X	V			
	3.03 Write complete sentences.	X	V			
	3.04 Proofread for mechanical errors, spelling errors, sentence fragments and run-on sentences.	X	V			
4. Write for a variety of purposes and audiences, using all stages of the writing process.	4.01 Write to express or explore opinions, emotions, ideas or problems.	X	V			
	4.02 Write for personal satisfaction.	X	V			
	4.03 Fill out common forms.	X	V			

COURSE STUDENT PERFORMANCE STANDARDS IN PASS

Course Title: English Skills I Course No.: 1001300

Outcome	SPS - The student will:	Yes	Unit(s)	*Partially	Unit(s)	No
4. Write for a variety of purposes and audiences, using all stages of the writing process.	4.04 Write a coherent paragraph for a specified audience.	X	V			
	4.05 Write letters and messages supplying necessary information.	X	V			
	4.06 Write a set of directions.	X	V			
	4.07 Write a summary of a written passage.	X	V			
	4.08 Write a summary of an observation or of an audio-visual presentation.					X
	4.09 Explain in writing the steps of a specific process.					X
	4.10 Write a narrative based upon personal experiences and/or interviews.	X	V			
	4.11 List ideas and information as a prewriting activity.	X	V			
	4.12 Revise and edit paragraphs using teacher and peer responses.	X	V			
5. Identify the fundamental characteristics of major literary genres.	5.01 Identify differences between fiction and nonfiction.	X	III			
	5.02 Identify fundamental characteristics of a short story.	X	III			
	5.03 Identify fundamental characteristics of poetry.					X
	5.04 Identify fundamental characteristics of drama.	X	III			

COURSE STUDENT PERFORMANCE STANDARDS IN PASS

Course Title: English Skills I Course No.: 1001300

Outcome	SPS - The student will:	Yes	Unit(s)	*Partially	Unit(s)	No
5. Identify the fundamental characteristics of major literary genres.	5.05 Identify fundamental characteristics of a novel.	X	III			
	5.06 Identify fundamental characteristics of biography/autobiography.	X	III			
6. Participate in formal and informal oral language activities.	6.01 Participate in class discussion according to specified criteria for individual and group behaviors.	X	IV			
	6.02 Present simple oral directions which can be followed by another person.	X	IV			
	6.03 Present an oral report based upon personal experience.	X	IV			
	6.04 Summarize orally the main idea of a presentation.					
	6.05 Share specific information orally, utilizing appropriate resources.	X	IV			
7. Apply fundamental study skills.	7.01 Organize objects and information into logical groupings and orders.	X	IV,V			
	7.02 Identify appropriate sources for obtaining information, using materials such as dictionaries, encyclopedias, atlases, directories and newspapers.					X

COURSE STUDENT PERFORMANCE STANDARDS IN PASS

Course Title: English Skills I Course No.: 1001300

Outcome	SPS - The student will:	Yes	Unit(s)	*Partially	Unit(s)	No
7. Apply fundamental study skills.	7.03 Obtain appropriate information from diagrams, tables, graphs, or schedules.					X
	7.04 Obtain appropriate information from pictures, maps, or signs.					X
	7.05 Obtain appropriate information from indexes, tables of contents, or dictionary entries.					X
	7.06 Obtain appropriate information from commonly used forms.			X	V	
	7.07 Obtain appropriate information from other designated resources in libraries and/or media centers.					X
	7.08 Utilize effective note-taking techniques.					X
	7.09 Utilize effective test-taking techniques.			X	VI	
	7.10 Summarize information presented in oral or written form.			X	III, IV, V, VI	

Page 14

1. tremendous
2. reference
3. propel
4. attract
5. knight
6. residence
7. balcony
8. occupy
9. explanation
10. hesitate
11. hangar
12. elevator
13. relief
14. maintain
15. substitute

Page 15

2, 4, 7, 13, 18, 20, 21, 23,

25, 27, 32, 34, 38, 39, 41

Page 16

1. or
2. sit, it
   at, ate
   he
3. yes
4. k
5. ar
6. occupy, attract
7. attract, substitute
8. hesitate, residence
9. ie
10. el
11. ous

Page 17

1. l, n
2. e, e, o
3. e, e, o
4. e, i, e
5. s, i
6. e, e
7. i, e
8. e, l
9. c, p
10. a, i, a, i
11. a, a, t
12. a
13. k, g, h
14. a
15. s, i, e

Page 18

Not provided.

Page 19

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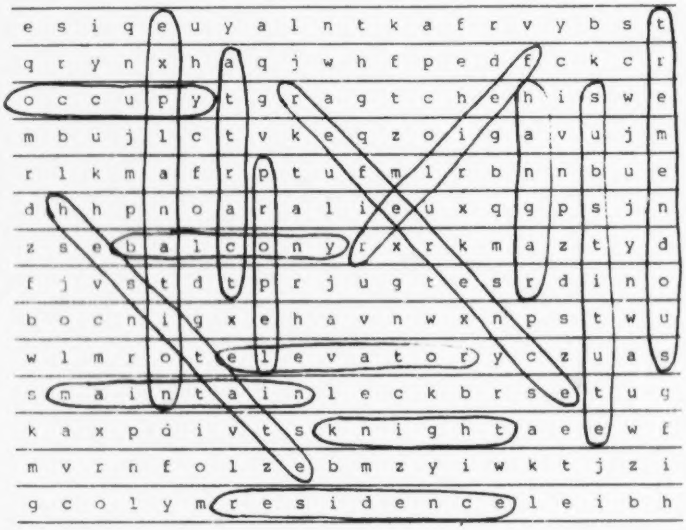

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o	c	c	u	p	y	t	g	r	a	g	t	c	h	e	h	i	s	w	e
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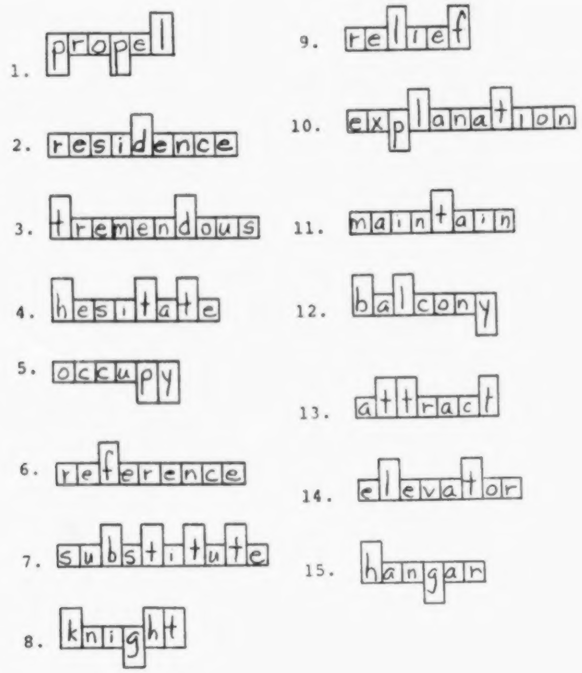
b	o	c	n	i	g	x	e	h	a	v	n	w	x	n	p	s	t	w	u
w	l	m	r	o	t	e	l	e	v	a	t	o	r	y	c	z	u	a	s
s	m	a	i	n	t	a	i	n	l	e	c	k	b	r	s	e	t	u	g
k	a	x	p	o	i	v	t	s	k	n	i	g	h	t	a	e	e	w	f
m	v	r	n	f	o	l	z	e	b	m	z	y	i	w	k	t	j	z	i
g	c	o	l	y	m	r	e	s	i	d	e	n	c	e	l	e	i	b	h

Page 20



1. propel
2. residence
3. tremendous
4. hesitate
5. occupy
6. reference
7. substitute
8. knight
9. relief
10. explanation
11. maintain
12. balcony
13. attract
14. elevator
15. hangar

Page 21

1. attract
2. balcony
3. elevator
4. explanation
5. hangar
6. hesitate
7. knight
8. maintain
9. occupy
10. propel
11. reference
12. relief
13. residence
14. substitute
15. tremendous

Page 22

1. reference
2. tremendous
3. explanation
4. occupy
5. residence
6. knight
7. elevator
8. propel
9. hesitate
10. maintain
11. balcony
12. relief
13. hangar
14. attract
15. substitute

Page 42

1. carry
2. response
3. intellect
4. change
5. nuclear
6. civilize
7. sonic
8. atmosphere
9. condition
10. realize
11. inherit
12. communicate
13. vocal
14. sense
15. organize
16. phone
17. child
18. accident
19. religion
20. difficult

Page 44

1. h
2. c
3. s
4. k
5. o
6. r
7. d
8. m
9. a
10. l (p)
11. q
12. f
13. n
14. i
15. t
16. b
17. j
18. e
19. p (l)
20. g

New Words

Answers will vary.

Page 45

1. before
2. against
3. two
4. not
5. to make, to cause to be
6. out from
7. not
8. not
9. between
10. wrong
11. before
12. after
13. under
14. over, above
15. not
16. one
17. five
18. again
19. with
20. down

Pages 46-47

1. across the continent
2. with 3 colors
3. very small, small size
4. half conscious
5. operated with or along with
6. to cut apart
7. to heat beforehand
8. triangles: 3 sided figures
   polygon: many sided figure
9. against freezing
10. to occur with, to occur at the same time
11. to take apart
12. beyond or above the natural
13. more than courses, club and sport activities
14. not popular
15. one nucleus of a cell
16. against germs, disinfectant
17. bad practice
18. between different players of one school
19. between nations
20. feeling of doubt

Pages 48-49

	Prefix	New Word	Meaning
1.	mis, re	misplace, replace	Answers will vary.
2.	un	untrue	
3.	re	retell	
4.	un	uneven	
5.	re	reunite	
6.	post, pre, re	posttest, pretest, retest	
7.	uni, bi, tri	unicycle, bicycle, tricycle	
8.	un, re	redone, undone	
9.	e	emerge	
10.	un	unfriendly	
11.	mis, re	misuse, reuse	
12.	un	unhappy	
13.	anti, re	antifreeze, refreeze	
14.	bi	bimonthly	
15.	dis	disagree	
16.	im	impossible	

Pages 50-51

1. backward
2. farmer
3. internist
4. instructor
5. instruction
6. childhood
7. friendly
8. package
9. helpful
10. shipment
11. ageless
12. hopefully
13. amusingly
14. posted
15. posts
16. stronger
17. strongest
18. convertible
19. likeable
20. meanness
21. dependability
22. clubs
23. er, or, ist
24. ed
25. hood, ment, ness
26. adverb
27. adjective
28. ful
29. adverbs
30. posts
31. yes
32. yes

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	Suffix	New Word
1.	est	smallest
2.	less	thoughtless
3.	er	thinker
4.	less	careless
5.	ful	thankful
6.	er	singer
7.	est	shortest
8.	less	hopeless
9.	er	painter
10.	ful	delightful
11.	ist	motorist
12.	er	trainer
13.	ly	nicely
14.	ful	careful
15.	ful	joyful
16.	er	greener
17.	ily	noisily
18.	est	quietest
19.	less	friendless
20.	(e)st	nicest

Pages 54-55

1. musically, musical, musician
2. interesting, interestingly, interested
3. friend, friendly, friendliness
4. farmers, farming, farms
5. wisdom, wise
6. postage, posted, postal, postman
7. summarize, summary
8. investigator, investigated, investigation
9. critic, critically, criticism, criticized
10. western, westward, westerly

Page 56

1. grand|father
2. news|paper
3. snow|ball
4. hay|stack
5. pass|word
6. play|ground
7. land|slide
8. door|knob
9. chalk|board
10. side|walk
11. after|noon
12. some|one
13. gold|fish
14. him|self
15. tooth|pick
16. house|wife
17. girl|friend
18. day|light
19. milk|man
20. story|book

Page 57

Not provided. Sentences will vary.

Page 58

1. noon
2. parents
3. plane
4. saw
5. board (ball)
6. where (body)
7. house
8. bell
9. place (ball)
10. room
11. shine
12. body
13. walk
14. back
15. fire
16. spread
17. flake
18. cake
19. box
20. heart
21. ball
22. case
23. ground
24. nail
25. ball (board)

Page 59

1. corncob
2. drugstore
3. eardrum
4. fireworks
5. hallway
6. handcuffs
7. haystack
8. horseback
9. jawbone
10. rainbow
11. scarecrow
12. seaweed
13. skyscraper
14. strawberry
15. workbench

Page 60

1.	n	14.	v
2.	w	15.	p
3.	l	16.	o
4.	q	17.	c
5.	e	18.	k
6.	g	19.	y
7.	x	20.	f
8.	i	21.	a
9.	j	22.	t
10.	d	23.	r
11.	s	24.	u
12.	m	25.	h
13.	b		

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1.	bet/ter	2	21.	cor/ner	3
2.	big/ger	2	22.	flop/py	2
3.	dis/tance	3	23.	ear/ly	3
4.	birth/day	1	24.	hel/lo	2
5.	pic/ture	3	25.	chil/dren	3
6.	griz/zly	2	26.	ro/tate	4
7.	i/dle	8	27.	com/pass	3
8.	es/cape	6	28.	bub/ble	7,2
9.	stud/y	5	29.	south/west	1
10.	prob/lem	3	30.	pud/ding	2
11.	tur/tle	7	31.	en/dure	3
12.	a/gent	8	32.	mas/ter	3
13.	van/ish	5	33.	in/fect	3
14.	o/val	8	34.	car/ry	2
15.	be/come	1	35.	tat/too	2
16.	un/do	1	36.	in/sist	3
17.	ex/ist	6	37.	noth/ing	5
18.	at/om	6	38.	how/ev/er	1
19.	ho/tel	4	39.	e/nough	8
20.	mu/sic	4	40.	tum/ble	7

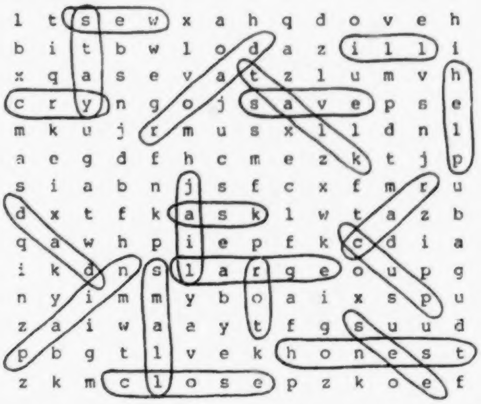
Page 65

1. chim/pan/zee
2. bound/a/ry
3. a/quar/i/um
4. hel/i/cop/ter
5. re/fer/al
6. un/i/ver/si/ty
7. sec/on/da/ry
8. ex/am/i/na/tion
9. ar/ea
10. mem/o/ry
11. con/ven/tion
12. rat/i/fy
13. know/ledge
14. stan/dard
15. man/u/script
16. sup/ply
17. e/lec/tri/ci/ty
18. plur/al
19. o/lym/pic
20. piz/za
21. nec/es/sar/y
22. pro/tec/tion
23. den/tist
24. prin/ci/pal
25. col/lege
26. mes/sen/ger
27. pea/nut
28. teach/er
29. vis/u/al
30. a/like
31. gym/na/si/um
32. surf/board
33. vo/cab/u/la/ry
34. di/rec/tions
35. i/dent/i/fy
36. veg/e/ta/ble
37. a/larm
38. un/der/stand
39. en/ter/tain
40. pep/er/o/ni

Page 66

talk
car
sew
ill
close
cry
stay
small
road
cup

honest
large
see
dad
ask
save
jail
rot
help
pain



l	t	s	e	w	x	a	h	q	d	o	v	e	h
b	i	t	b	w	l	o	d	a	z	i	l	l	i
x	q	a	s	e	v	a	t	z	l	u	m	v	h
c	r	y	n	g	o	j	s	a	v	e	p	s	e
m	k	u	j	r	m	u	s	x	l	l	d	n	l
a	e	g	d	f	h	c	m	e	z	k	t	j	p
s	i	a	b	n	j	s	f	c	x	f	m	r	u
d	x	t	f	k	a	s	k	l	w	t	a	z	b
q	a	w	h	p	i	e	p	f	k	c	d	i	a
i	k	d	n	s	l	a	r	g	e	o	u	p	g
n	y	i	m	m	y	b	o	a	i	x	s	p	u
z	a	i	w	a	a	y	t	f	g	s	u	u	d
p	b	g	t	l	v	e	k	h	o	n	e	s	t
z	k	m	c	l	o	s	e	p	z	k	o	e	f

Page 67

1. m
2. q
3. a
4. x
5. r
6. o
7. w
8. f
9. v
10. e
11. t
12. b
13. g
14. y
15. u
16. h
17. c
18. i
19. j
20. k
21. s
22. l
23. d
24. n
25. p

Page 68

1. lovely
2. weird
3. forever
4. entrance
5. empty
6. hurt
7. afraid
8. discover
9. ocean
10. baby
11. examination
12. tame
13. foolish
14. fair
15. spare
16. talk
17. quiet
18. mistakes
19. fix
20. real

Page 69

1. soiled
2. beneath
3. whole
4. tale
5. aged
6. thin
7. weak
8. scream
9. school
10. buy
11. jewel
12. choose
13. courteous
14. conceal
15. thaw
16. trip
17. give
18. faulty
19. anxious
20. apparent

Page 70

Answers will vary.

Page 71

1. friend
2. hard
3. sit
4. dirty
5. fat
6. yes
7. late
8. cry
9. southern
10. short
11. slow
12. old
13. dead
14. poor
15. down
16. love
17. small
18. good-by
19. asleep
20. cold
21. old
22. end
23. follow
24. deep
25. waste

Page 72

1. east
2. shout
3. wrong
4. evening
5. floor
6. seller
7. hostile
8. appeared
9. generous
10. save
11. result
12. unknown
13. seldom
14. tough
15. frown
16. answer
17. necessity
18. least
19. dangerous
20. worthless
21. reward
22. illegal
23. ashamed
24. repair

Page 73

1. less
2. all
3. south
4. up
5. play
6. stale
7. cool
8. take
9. dull
10. close
11. full
12. never
13. end
14. external
15. sad
16. rude
17. back
18. wide
19. wisdom
20. late
21. light
22. on
23. bad
24. pull
25. now
26. sour
27. light
28. catch
29. enemy
30. odd
31. hate
32. fake
33. shy
34. hello
35. entrance
36. future
37. forget
38. deep
39. cry
40. private

Page 74

1. short
2. left
3. stop
4. black
5. hot
6. light
7. Ugly
8. narrow
9. neat
10. finish
11. lost
12. repair
13. wild
14. different
15. crooked
16. remember
17. permit
18. frail
19. advance
20. include
21. cowardly
22. adore
23. idle
24. falsehood
25. rejoice

Page 75

1. distribute, collect
2. problem, solution
3. admitted, denied
4. innocent, guilty
5. fat, skinny
6. forbid, allow
7. tough, tender
8. succeed, fail

1. host
2. teach
3. carefree
4. crooked
5. summer
6. coming
7. cowardly
8. few
9. smooth
10. hard
11. subtract
12. tired

Pages 76-77

1. c
2. d
3. b
4. a
5. d
6. b
7. a
8. d
9. b
10. a
11. d
12. b
13. d
14. b
15. a
16. a

Page 79

1. A
2. A
3. S
4. A
5. A
6. A
7. A
8. A
9. A
10. S
11. A
12. A
13. A
14. S
15. S
16. S
17. A
18. A
19. A
20. S
21. A
22. S
23. A
24. S
25. S

Page 80

Answers will vary.

Page 81

1. a. friendly
   b. unfriendly
2. a. friendly
   b. unfriendly
3. a. friendly
   b. unfriendly
4. a. unfriendly
   b. friendly
5. a. friendly
   b. unfriendly

Page 82

1. a. U
   b. F
2. a. F
   b. U
3. a. U
   b. F
4. a. U
   b. F
5. a. U
   b. F
6. a. F
   b. U
7. a. F
   b. U
8. a. F
   b. U
9 a. F
   b. U
10. a. F
   b. U

Page 83

Answers vary.

Page 84

Answers vary.

Pages 85-86

1. 7
2. 1
3. 5
4. 2
5. 9
6. 8
7. 3
8. 1
9. 8
10. 2
11. 3
12. 1
13. 6
14. 4
15. 8

1. tomatoes
2. oxen
3. stereos
4. addresses
5. deliveries
6. concerts
7. sashes
8. loaves
9. grades
10. knives
11. classes
12. soldiers
13. halves
14. directions
15. turkeys
16. teeth
17. children
18. boulevards
19. daughters
20. ushers
21. decoys
22. quizzes
23. sheep
24. restaurants
25. latches

Page 87

knives
leaves
sacks
bells
fixes
crashes
dishes
tables
watches
pillows
ladies
boys
schools
teachers
pencils
lights
faces
feet
foxes
candies
clocks
sleeves
parties
mixes

eggs
batches
tones
sixes
cases
glasses
trays
chairs
women
taxes
plants
matches
dashes
puppies
collars
shirts
girls
classes
fish
mice
wives
fingers
dogs
flies

Page 88

box
cat
pony
brush
dairy
dress
assembly
life
goose
calf
base
file
bead
bike
buddy
plane
ear
city
trial
face
agency
witness
leaf
lie

paper
elf
beach
body
inch
chin
shirt
bottle
flower
wax
state
pick
book
concert
mess
switch
activity
skate
year
team
change
second
wing
cry

Page 89

1. ponies
2. penny
3. libraries, library
4. women
5. teeth
6. geese
7. leaves
8. wolves
9. knife
10. half
11. taxes
12. lunch
13. brushes
14. mice
15. lives
16. deer
17. children
18. ashes
19. glasses
20. pencils

Page 90

1. promises
2. glasses
3. matches
4. stories
5. puffs
6. strangers
7. halves
8. radios
9. decoys
10. leaves
11. teeth
12. scissors
13. heroes
14. armies
15. months
16. trios
17. wives
18. deer
19. cherries
20. women

1. centuries
2. bonuses
3. volcanoes
4. crowds
5. reefs

Page 91

1. dress's
2. desk's
3. wolf's
4. lawyer's
5. clown's
6. bike's
7. record's
8. engineer's
9. mouse's
10. glass's
11. store's
12. flower's
13. mayor's
14. bottle's
15. coach's
16. computer's
17. Frank's
18. address's
19. island's
20. boxer's

Page 92

1. boxer's punch
2. girl's hair
3. boy's bicycle
4. man's arm
5. store's window
6. bird's wing
7. girl's bedroom
8. pencil's lead
9. teacher's chair
10. elephant's trunk
11. sun's rays
12. hero's medal
13. David's homework
14. school's principal
15. queen's crown
16. girl's shoe
17. Mary's friend
18. student's grades
19. monkey's wings
20. angel's wings

Page 93

1. restaurants'
2. tourists'
3. patients'
4. contestants'
5. children's
6. instructors'
7. assignments'
8. sheep's
9. books'
10. movies'
11. women's
12. parents'
13. buildings'
14. rules
15. stitches'
16. deer's
17. teeth's
18. cheerleaders'
19. nominees'
20. mice's

Page 94

1. ladies' hats
2. girls' locker room
3. babies' cries
4. men's club
5. children's bicycles
6. parents' voices
7. cowboys' herds
8. twins' toys
9. teachers' grade books
10. soldiers' families
11. countries' representatives
12. brothers' friends
13. students' desks
14. mice's tails
15. newspapers' reporters
16. secretaries' lounge
17. factories' workers
18. classes' presidents
19. writers' ideas
20. patients' bills

Page 95

1.	journey	journey's	journeys	journeys'
2.	apple	apple's	apples	apples'
3.	hospital	hospital's	hospitals	hospitals'
4.	individual	individual's	individuals	individuals'
5.	canyon	canyon's	canyons	canyons'
6.	recess	recess's	recesses	recesses'
7.	goose	goose's	geese	geese's
8.	woman	woman's	women	women's
9.	president	president's	presidents	presidents'
10.	basketball	basketball's	basketballs	basketballs'
11.	fixture	fixture's	fixtures	fixtures'
12.	child	child's	children	children's
13.	mouse	mouse's	mice	mice's
14.	voice	voice's	voices	voices'
15.	month	month's	months	months'
16.	basement	basement's	basements	basements'
17.	tournament	tournament's	tournaments	tournaments'
18.	season	season's	seasons	seasons'
19.	match	match's	matches	matches'
20.	file	file's	files	files'
21.	cabinet	cabinet's	cabinets	cabinets'

Pages 96-97

1. family's
2. Bess's
3. test's
4. monkeys'
5. investigators'
6. teacher's
7. summer's
8. farmer's
9. Ms. Guy's
10. buildings'
11. bank's
12. choir's
13. week's
14. day's
15. professor's
16. operators'
17. politicians'
18. nation's
19. mission's
20. pedestrians'

Page 99

1. fourth
2. fur
3. pane
4. doe
5. buy
6. way
7. board
8. cents
9. seam
10. know
11. week
12. whole
13. steel
14. cell
15. brake
16. dessert
17. bread
18. maid
19. new
20. aloud
21. wear
22. tea
23. heir
24. pale

Pages 101-102

1. two, to
2. hear
3. there
4. fourth
5. It's
6. You're, your
7. Their, there
8. here
9. too
10. There
11. Who's
12. You're
13. its
14. who's
15. forth, fourth
16. to, two
17. whose
18. There
19. You're
20. Here's

Page 103

whether, Wee, two
hour, Their, rode
son, our, Wee, eight, weigh
ate, knight, sew
strait, won

Page 104

Deer, Hairy
our, ewe, whether, knot, two, hear
Eye, whether
son, Won, Eye, Eye
four, ours, Eye, skiing, slay, knight, Eye
ewe, hear

Page 105

1. N
2. E
3. F
4. G
5. D
6. C
7. J
8. I
9. K
10. L
11. M
12. O
13. B
14. A
15. H
16. P

Page 106

#1-20 Answers will vary.

1. inch
2. Washington
3. lily
4. fish
5. insect
6. lamp

Pages 109-110

1. C
2. A
3. C
4. A
5. C
6. D
7. A
8. C
9. B
10. B/C
11. A
12. B

Page 111-112

Answers vary.

Page 113

1. knives
2. men
3. people
4. several
5. plural
6. year
7. sixteen
8. bushel
9. gross
10. cupboard
11. fork
12. house
13. play
14. peach
15. body
16. nation

Page 114

1. grape
2. shed
3. boulevard
4. linear foot
5. goose
6. cow
7. foal
8. pup
9. pint
10. puppy
11. creek
12. century
13. sunflower
14. jet
15. cottage

Pages 115-116

Answers will vary.

Pages 142-143

I.

1. torture
2. dungeon
3. palazzo
4. unique
5. swoon
6. cathedral
7. gypsy
8. ravenous
9. dank
10. execute
11. doom
12. tormentor
13. confess
14. cask
15. catacombs
16. pendulum
17. humpback
18. revenge

II.

2 3 1
3 3 1
3 1 2

III. Answers will vary.

IV.

1. revenge
2. gypsy
3. unique
4. catacombs
5. execute
6. confess

Page 144

The Black Cat

1. caress
2. apparition
3. perverse
4. loath
5. atrocity
6. aversion

The Tell-Tale Heart

1. agony
2. hideous
3. villain
4. terror
5. hideous
6. agony
7. terror
8. villain

Pages 145-146

#2	idea, desire
#3	very frightened, loathing
#5	beam
#6	eye
#7	clever
#8	laughed
#9	dark
#10	intense fear
#13	yes
#14, 15	a dull blue with an ugly film over it
#16	drum
#20	pulled the bed over him
#21	soft
#22	put his hand on his heart
#23	cut off head, arms, and legs, took up three planks from floor and put pieces in the space underneath
#25	three
#29	a pounding noise
#30	like a watch wrapped in cotton
#33, 34	no The noise in his head got louder and louder. He felt the others could hear it, too.

Page 147

I. 1. d
2. b
3. a
4. e
5. c
6. f

II. 1. pitied
2. revealed
3. vagabond
4. moped
5. decent
6. desolate

III. 1. yes
2. false
3. no
4. true
5. b, tragic love story
6. b, woman

Page 148

I. 1. b
2. c
3. f
4. a
5. e
6. d

II. 1. Hessian
2. dismal
3. gloated
4. epitaph
5. supernatural
6. formidable

III. 1. a, Headless Horseman
2. c, teacher
3. a, Katrina
4. b, Brom Bones
5. a, Brom Bones
6. false

Page 149

1. heiress
2. shallow
3. merchant
4. courteous
5. humorist
6. savage
7. usurer
8. restless
9. courtship
10. reproach
11. dowry
12. ideal
13. suitor
14. shrew
15. obedient
16. master
17. disaster

Pages 150-151

I.

Call of the Wild	Taming...Shrew	Merchant...
Buck	Katherine	Portia
	Petruchio	Bassanio
		Antonio
		Shylock

II. Answers will vary.

III.
1. courtship
2. disaster
3. merchant
4. dowry
5. master
6. reproach
7. restless
8. shallow
9. shrew
10. usurer
11. obedient
12. humorist
13. suitor
14. courteous
15. ideal
16. heiress
17. savage
18. compound word - courtship
19. 1 syllable word - shrew

Pages 152-158

I.
1. B
2. G
3. H
4. A
5. I
6. J
7. C
8. E
9. F
10. D
11. K

II.
1. Esmeralda, Quasimodo
2. Prisoner
3. Fortunado, Montresor
4. Black cat
5. Old man, Young man
6. Heathcliff, Catherine
7. Katrina, Ichabod Crane, Brom Bones
8. Buck
9. Katherine, Petruchio
10. Portia, Bassanio, Antonio, Shylock
11. Juliet, Romeo

III.
1. A
2. B
3. G
4. J
5. O
6. T
7. C
8. D
9. F
10. N
11. L
12. I
13. BB
14. P
15. S
16. Y
17. CC
18. HH

1. EE
2. E
3. V
4. X
5. R
6. AA
7. FF
8. DD
9. U
10. H
11. W
12. Z
13. II
14. M
15. GG
16. K
17. Q
18. JJ

Pages 152-158 (cont'd.)

IV. A. 15
B. 3
C. 4
D. 12
E. 5
F. 20
G. 19
H. 1
I. 17
J. 13
K. 2
L. 14
M. 25

A. 23
B. 18
C. 21
D. 7
E. 24
F. 6
G. 9
H. 8
I. 27
J. 11
K. 10
L. 26
M. 22
N. 16

V. 1. A
2. E
3. A
4. F
5. C
6. D
7. A
8. B
9. A
10. B
11. B

VI. 1. true
2. false
3. true
4. true
5. false
6. false
7. false
8. true
9. true
10. true

VII. 1. c
2. c
3. c
4. b
5. d
6. b
7. a
8. c
9. a
10. a
11. c
12. b
13. a
14. a
15. b
16. a
17. c
18. a
19. a
20. c

VIII. 1. buries
2. headless horseman
3. eye
4. hunchback
5. wolves
6. Heathcliff
7. gypsy
8. loan shark

IX. Answers will vary.

Pages 159-162

I. 1. I
2. F
3. E
4. B
5. D
6. C
7. K
8. J
9. H
10. G
11. A

II. Quasimodo - J
Shylock - H
Catherine - F
Juliet - G
Portia - H
Katherine (Kate) - B
Esmeralda - J
Romeo - C
Ichabod Crane - G
Buck - K

Pages 159-162 (cont'd.)

III. 1. 18
2. 11
3. 19
4. 23
5. 25
6. 1
7. 5
8. 8
9. 14
10. 7
11. 20
12. 27
13. 3
14. 30
15. 16

A. 10
B. 6
C. 9
D. 15
E. 12
F. 17
G. 13
H. 21
I. 2
J. 28
K. 24
L. 22
M. 26
N. 4
O. 29

IV. 1. Emily Bronte
2. Edgar Allan Poe
3. Jack London
4. Washington Irving
5. Victor Marie Hugo
6. William Shakespeare

V. Answers will vary.

VI. 1. a
2. b
3. c
4. b
5. c
6. a
7. c
8. a
9. b
10. c
11. b
12. a
13. b
14. a

Page 167

1. going to
2. have to
3. could have
4. want to
5. fixing to go
6. swimming
7. will you
8. what have you got

Page 188

1. were
2. doesn't
3. have
4. is
5. am
6. are
7. is
8. Were
9. is
10. report
11. were
12. are
13. Are
14. likes
15. answers
16. Have
17. dances
18. refuses
19. is
20. looks

Page 189

1. are
2. are
3. are
4. is
5. are
6. was
7. are
8. is
9. Were
10. is
11. is
12. are
13. are
14. are
15. is
16. is
17. are
18. are
19. are
20. are

Page 192

1. Someone is home.
2. Someone in the family is home.
3. Each refuses to answer my question.
4. Each of the boys refuses to answer my question.
5. Some of the people are here.
6. Some of the presentation is interesting.
7. Was everybody in class?
8. Was everybody in the group in class?
9. Can several go?
10. Can several of the girls go?
11. Some of the pie is good.
12. Some of the pies are good.

Page 193

1. wants
2. qualify
3. believes
4. makes
5. have
6. are
7. writes
8. were
9. Are
10. were
11. are
12. pretends
13. deserve
14. serves
15. was
16. have
17. offers
18. are
19. need
20. is

Page 194

Singular/Plural

1. s
2. p
3. p
4. s
5. s
6. p
7. s
8. s
9. s
10. s
11. s
12. s
13. s
14. p
15. s
16. p
17. p
18. p
19. s
20. s

Verb

Answers will vary.

Page 195

1. Someone forgot his/her coat.
2. Someone in the class forgot his coat.
3. Everyone opened his/her book.
4. Every one of the students opened his/her book.
5. Several left their suggestions.
6. Several of the students left their suggestions.
7. Each is his/her own boss.
8. Each of the children is his/her own boss.
9. Few told their own side of the story.
10. Few of the coeds told their side of the story.

Pages 196-197

1. his
2. their
3. their
4. her
5. their
6. his
7. their
8. their
9. her
10. his
11. his
12. himself
13. his
14. he/she
15. his
16. their
17. their
18. her
19. their

Page 198

1. My, your
2. yours, mine
3. my
4. Your, your, his
5. his, our
6. mine, my
7. your
8. Their, our
9. yours, mine
10. your, theirs

it's, there, were, we're, they're

Sentences will vary.

Page 199

1. your
2. his
3. my
4. his
5. her
6. our
7. their
8. his
9. our
10. your

1. Our, yours
2. My
3. Their
4. Her, mine
5. its
6. My, her
7. her, his
8. its
9. their
10. ours

Page 200

1. Your
2. its
3. His
4. her
5. Our
6. their
7. mine
8. Our
9. your
10. Its
11. their
12. his
13. its
14. their
15. Her

1. Our
2. his
3. his
4. mine
5. its

Page 203

1. strangest
2. better
3. greatest
4. kinder
5. happier
6. harder
7. loudest
8. saddest
9. biggest
10. easier

Page 204

1. most
2. more confident
3. more bashful
4. more
5. most attractive
6. more expensive
7. better
8. best
9. more helpful
10. taller

Page 205

1. more comfortable
2. fastest
3. happier
4. strongest
5. most beautiful
6. worst
7. most exciting
8. moister
9. luckier
10. nicest
11. best
12. larger
13. wisest
14. better
15. best
16. hotter
17. most terrific
18. most recent
19. more forgetful
20. most important

Page 206

1. Walter will want to go to the game with us.
2. Naomi saw us when we got to school.
3. Shirena went to the games often.
4. Robert Wall will see the Star Trek movie two times.
5. Tim signs with the Philadelphia 76ers soon.
6. Rachel does a good job of managing her many responsibilities.
7. Tonia will reply to the question with the correct answer.
8. Jan asked to make the salad.
9. Lynda Rawlins will enroll in the woodshop class and make herself a book case.
10. Miles and Ronnie went surfing in the morning.

Page 207

Part A.
1. past
2. future
3. present
4. present
5. past
6. future

Part B.
1. will leave
2. asks
3. Were
4. took
5. will study
6. pretended

Pages 210-211

1. 1, 5 The small dog was dirty, tired, and thirsty.
2. 3 Which person do you believe?
3. 9, 2 Oh, how great that ocean breeze feels!
4. 15, 10, 2 "The Guiding Light", a soap opera, is really exciting now!
5. 13, 3 "Where is room 315?" asked the new student.
6. 1 The teacher is telling us to be quiet.
7. 3, 8 Sir, may I help you find your coat?
8. 1, 16 I was somewhat disappointed with Gremlins.
9. 5, 1 Last Saturday I fixed my bike, mowed the lawn, and washed the car.
10. 1, 13, 14 "Please," begged Todd.
11. 1, 6 The hot, sultry night was almost unbearable.
12. 1, 4, 11 We lived in Las Vegas from June 1973, to Nov. 1979.
13. 1, 7 The car hit a tree, but no one was hurt.
14. 1, 10 Jay, my next door neighbor, really loves the navy.
15. 3, 9 Well, how does it feel to be working again?
16. 1, 5 The waitress brought the salad, soup, fried chicken, potatoes, and hot rolls.
17. 1, 13, 14 "My homework assignment went through the wash," said Jason.
18. 2, 9 Oh boy, what a great concert!
19. 3, 15 Have your read "The Raven" by Edgar Allan Poe?
20. 16, 1 The Mona Lisa is a very famous painting.
21. 1, 6 It was a hot, humid day.

Pages 210-211 (cont'd.)

22. 1, 7 Barry overslept, but he still made it to work on time.
23. 1, 11 The Republican Convention will be held in Dallas, Texas.
24. 3, 13, 14 Maria asked, "When will you pick me up?"
25. 1 Maria called to ask when we would pick her up.

Page 212

1. My mother likes to buy gadgets for the kitchen, and then she usually can't find them.
2. He opened the door and started to run, but the principal caught him.
3. Angie overslept, but she still made it to work on time.
4. We went along with his ideas, because he always seemed to have good judgment.
5. Did Susan quit her job, or did she decide to stay?
6. The phone and the doorbell both rang, but I answered the phone first.
7. The car has been repaired, and it is ready to be picked up.
8. John's punishment was fair, because he had been warned about missing curfew several times.
9. Return your library book today, or you will have to pay a fine.
10. The disc jockey asked for callers, and I was the fifth one.
11. The United States has made a great showing in the Olympics, and we can all be proud.
12. I flew to New York on Eastern Airlines, but I returned on United.
13. The Junior Class Prom can be a success, or it can be a failure.
14. Fill out this application, and leave it in the box.

Page 215

1. The librarian counted the books ~~on the table~~.
2. Before breakfast, Mother wrapped my birthday present.
3. The whole class attended the play.
4. Aunt Nancy put the dishes ~~in the cupboard~~.
5. He told the story ~~to his teachers.~~
6. She threw the baseball ~~across the field.~~
7. ~~At lunch~~ he showed his skill ~~at break dancing.~~
8. That man runs a mile every single day.

Page 215 (cont'd.)

9. She cut her hair ~~after the fashion show.~~

10. I dropped a quarter ~~between the desks.~~

11. Can you hear the telephone ~~from this room?~~

12. My new sandals have a broken strap.

13. The policeman caught the thief ~~near the gas station.~~

14. May I borrow a dollar?

15. The dog chewed the leg ~~of my chair.~~

16. You must write a note ~~to her soon.~~

17. Judy carried the baby ~~in her arms.~~

18. My uncle builds houses ~~for a living.~~

19. The monkey did some special tricks.

20. The storm totally destroyed my backyard.

21. I counted the number ~~of people in line.~~

22. We heard that new song ~~on the radio.~~

23. Last night, Bob dropped his hot dog ~~during the game.~~

24. Randy missed the target.

Pages 216-217

S V DO
1. The dean gave me detention.

S V DO
2. I do my work every day.

S V V IO DO
3. The teacher wouldn't give us any free time.

S V V DO
4. She hopped out ~~of bed~~ and brushed her teeth.

V S V IO DO
5. Will you buy me some gum?

S V IO DO
6. The artist drew the tourist a picture ~~of the mountains.~~

S V IO DO
7. Grandpa showed Robbie his coin collection.

S V IO DO
8. My neighbor offered me a ride ~~to the mall~~.

Page 216-217 (cont'd.)

S V IO DO
9. The library loaned us several records.

S V IO DO
10. The coach gave the player a pat ~~on the back.~~

S V IO IO DO
11. We bought Mom and Dad a television set ~~for their anniversary.~~

S V DO V DO
12. The boys caught some fish and cleaned them.

S V DO DO
13. The firemen battled the fire and smoke.

S V IO DO
14. ~~For their wedding,~~ I bought them a set of dishes.

S V IO DO
15. I sent them an invitation ~~to the party.~~

S V IO DO
16. My brother owes me a favor.

S V IO DO
17. Leslie asked me a difficult question.

S V DO
18. The artist tattoed a winged horse ~~on his back.~~

S V IO DO
19. Your comment gives me an idea.

S S V IO DO
20. Mom and Dad bought me a waterbed.

S V IO DO
21. Burger King gave us applications to fill out.

S V IO DO
22. The girl promised him a date.

V DO
23. When the bell rings, please pass your papers ~~to the front.~~

S V IO DO
24. All ~~of this homework~~ gives me a headache.

V S V DO
25. Did he show you his latest trophy?

Page 218

1. PN Keith is the shortest boy ~~in the class.~~
2. PA All evening Dad seemed terribly preoccupied.
3. PA My broken toe is very crooked.
4. PA Mrs. Smith seemed quite happy today.
5. PA The icing ~~on the cake~~ was too sweet.
6. PN He was a lawyer before he was elected to congress.
7. PN Mary is a dependable babysitter.
8. PA The sky looked gray and dull.
9. PN It was he who called me last night.
10. PA After a while, she became bored ~~with the lecture.~~
11. PN Jimmy Connors is a great tennis player.
12. PA The water feels too cold ~~for swimming~~ today.

Page 218 (cont'd.)

13. PA After a good night's sleep, I will feel human again.
14. PA During the movie, I felt sleepy.
15. PN It was an exciting convention.
16. PN The Journal is our evening newspaper.
17. PA All of my students seem nice.
18. PN The superintendent is a busy man.
19. PN The video was Michael Jackson's Thriller.
20. PN Today is the first day of summer.

Pages 219-220

	Prepositional phrase	yes, no	PN, PA
1.	--	yes	PA
2.	--	yes	PN
3.	--	no	--
4.	--	yes	PN
5.	--	no	--
6.	--	no	--
7.	--	yes	PA
8.	of the club	no	--
9.	--	no	--
10.	of light	yes	PN
11.	During the day	no	--
12.	of Florida	yes	PN
13.	--	yes	PA
14.	--	no	--
15.	--	yes	PA
16.	in the world	yes	PN
17.	--	no	--
18.	in line	no	--
19.	--	yes	PN
20.	--	yes	PN
21.	under her pillow	no	--
22.	in my back	no	--
23.	--	yes	PA
24.	to Chicago	yes	PN

Page 221

Mary was busy preparing for the party. "Do you know that Jim's band is going to play for us?" asked Susan.

"Great!" said Mary. "I just don't know what to wear." She put on a beautiful green dress and brushed her hair. "I'm ready now, Susan. Let's go and get Mark, David, and Donna now so that we will be on time."

Page 221 (cont'd.)

"Summer is almost over," said Robert. "Soon we'll have to go back to school." The summer had come and gone more quickly than Robert and his friends would have liked. Soon there would be no more trips to the beach. Of course, he could always go after the school day ended, but Mom and Dad had said, "Find a job." He had no choice. Besides, there was a new family that had moved in on the block. The girl in the family seemed to be about his age, and maybe she might need someone to show her around. "Things might not be so bad," Robert said to himself. "This just might be a pretty good school year."

Page 222

1. "Go away," shouted the man to the barking dog.
2. "The Lady and the Tiger" is a really good short story.
3. Pictures, plants, throw pillows, and mirrors decorated the room.
4. My brother's address is 1924 Stonewall Ct., Manassas, Virginia.
5. The lost boy was cold, tired, and hungry.
6. Look! We won again!
7. Henry, close the door.
8. "Wow!" shouted Randy. "I made it!"
9. Miss Cook, the librarian, can help you find the right book.
10. The convention will be held in San Francisco, and we will arrive on Sunday.
11. Joe, have you fed the dog?

Page 224

8 Chicago
______ day
8 South America
______ a club
3 King Richard
10 O'Hare Airport
9 Miami Dolphins
11 Wrangler jeans
5 Monday
______ ocean
8 Arizona
12 World War II
3 Queen Elizabeth
8 Europe
2 Fritz Mondale
2 Donald Duck
9, 11 IBM
11 Buick
______ United Airline
9, 11 Pillsbury
9, 11 Motorola
9, 11 Zenith

______ city
______ gas station
______ football
12 Civil War
______ airport
9 Winn Dixie
12 Easter
9 Bennigans
______ holiday
7 Norwegian
2 Chris Evert
______ gold
7 Holland
9, 11 Prudential
8 Main Street
______ democracy
______ cartoon
______ computer
______ newspaper
7 American
9, 11 Honda

9 Walgreens
2 Lincoln
9, 11 Coca Cola
7 Italian
12 The Alamo
______ telephone
9 Pizza Hut
6 Quakers
7 English
2 Kermit
______ government
______ brother
9, 11 Firestone
3 Captain Smith
8 Nebraska
______ general
______ planet
2 Mr. Bunny
______ birthday
______ person
5 September

Page 225

1. I bought a Diehard battery and a Firestone tire at the gas station.
2. The family reunion is held on the third Saturday in May.
3. The Atlantic Ocean is between North America and Europe.
4. The Prudential Building was built by Daniel Construction Company.
5. The flagships of the Cunard Line are the Queen Elizabeth and the Queen Mary.
6. He goes to the Baptist church and reads his Bible every day.
7. At a Chicago railway station, we boarded the Pennsylvanian for Washington.
8. Walter Mondale would like to be the president of the United States.
9. The Smiths had a baby girl and named her Sue Ann.
10. I bought Levis and a Jimmy Conners tennis shirt.
11. The United States and Canada celebrate Thanksgiving on different dates.
12. We crossed the St. Lawrence River on the Thousand Island Bridge.
13. My friends from Virginia really enjoyed Disney World.
14. Did you read "The Legend of Sleepy Hollow?"
15. The men involved in the Boston Tea Party never admitted participation.
16. Dr. Curtis McCray is the president of the University of North Florida.
17. Do you prefer Zest deodorant soap?
18. The Tampa Tribune is a very good newspaper.
19. The Italian restaurant on University Boulevard that burned down is being rebuilt.
20. Zenith television sets are generally pretty good.

Page 226

Mark Twain was born in Florida, Missouri, in the month of November. About four years later his family moved to Hannibal, Missouri. Mark Twain was not his real name. He was born Samuel Clemens. In 1862, he got a job with the Territorial Enterprise in Virginia City, Nevada. In one of his stories for the Enterprise, he signed his name "Mark Twain," the pen name by which he is remembered.

Page 226 (cont'd.)

Dear Grandma,

I'm writing this in English class because I am bored. School is over in three days and I can hardly wait. Mom and Dad bought my plane ticket yesterday, and I'll be leaving a week from today. Going to Florida has always been a dream of mine and now that you've moved to Sarasota, I have my chance to go. Do you live near the beach and will I be able to surf? Are there any cute girls living near you? Is there a Pizza Hut nearby?

Well, I have to stop. Miss Barnes is giving me a dirty look and the Merchant of Venice is waiting. See you soon.

Love,
Hubert

Page 227

Tallahassee
clock
auditorium
Winthrop Park
December
winter
elephant
Mr. Jones
city
Asia
March
company
telegraph
popcorn

October
Houston, Texas
street
West Virginia
Mary
Alice in Wonderland
dish
April
public
spring
president
Dr. Bailey
Christmas
Abraham Lincoln

tiger
pilgrim
book
Ms. Green
teacher
summer
Atlanta, Georgia
table
Gone with the Wind
Lakeland, Florida
father
avenue
West Park Street
Central Park

Page 229

1. C
2. S
3. S
4. C
5. C
6. C
7. C
8. C
9. S
10. C
11. S
12. C
13. C
14. C
15. S

Page 233

1. simple
2. complex
3. compound
4. complex
5. simple
6. compound
7. compound
8. complex
9. simple
10. complex
11. complex
12. complex
13. compound
14. simple
15. complex
16. complex
17. simple
18. compound
19. complex
20. complex

Page 234

1. compound
2. complex
3. simple
4. simple
5. complex
6. compound
7. compound
8. complex
9. simple
10. complex
11. compound
12. simple
13. compound
14. simple
15. complex
16. simple
17. compound
18. complex

Pages 236-237

A.
1. may
2. can
3. may
4. can
5. may
6. may
7. can
8. can

B.
1. good, well
2. well
3. good
4. well
5. good
6. well
7. well
8. good, well

C.
1. fewer
2. fewer
3. less
4. less
5. fewer
6. less
7. less
8. fewer

D.
1. those
2. those
3. them
4. them
5. them
6. those
7. them
8. those

Page 238

1. ever
2. anywhere
3. anything
4. anything
5. anybody
6. anywhere
7. any
8. anything
9. any
10. never
11. ever
12. any
13. anything
14. anything
15. anywhere
16. could
17. was
18. our
19. anything
20. could

Page 239

1. It was so dark I couldn't see anything.
2. I couldn't find any book.
3. Didn't you see any movie last night?
4. Haven't you any money for lunch?
5. Didn't Jack ever find his pencil?
6. I haven't seen anybody all morning.
7. Mary doesn't know anything about it.
8. Susan never went anywhere.
9. The teacher didn't say anything about it.
10. I haven't brought any of my stories.

Page 240

1. I didn't say anything.
2. Can't you hear anything?
3. We didn't find any book.
4. I never saw anything.
5. I can't see any cow.
6. Haven't you seen anything?
7. I don't ever fall off.
8. She never found anything.
9. I didn't write to anybody.
10. Hasn't anybody come yet?
11. He didn't bring any book.
12. She hasn't made any candy.
13. Bill didn't ever fail.
14. I can't see any moon.
15. Can't you go anywhere?
16. I never heard any noise.
17. Todd didn't hear anything.
18. Hasn't anyone come yet?
19. I can't see anything now.
20. She hasn't any pen.

Page 244

1. . declarative
2. ? interrogative
3. . imperative
4. ? interrogative
5. ! exclamatory, imperative
6. ? interrogative
7. . declarative
8. ? interrogative
9. . imperative
10. ! exclamatory
11. ? interrogative
12. . declarative

Page 245

1. exclamatory
2. declarative
3. interrogative
4. declarative
5. exclamatory
6. imperative
7. imperative
8. interrogative
9. exclamatory
10. interrogative

Sentences will vary.

Page 259

1. I
2. (A) friend
3. True
4. True
5. True
6. False
7. False
8. different
9. No
10. No

Page 260

1. a. relize, thier
   b. someone sees a friend
   c. Answers will vary.
2. a. No
   b. two

Page 261

Answers will vary.

Page 262
I like skating for several reasons.
I play video games for many reasons.
There are many rules in football.

Page 267
Tallahassee, Florida 38723
October 22, 1986
Mr. Dick Kampfe, Sales Manager
Jacksonville, Florida 32207
Dear Mr. Kampfe:
Yours truly,

Page 268
3 Sincerely yours,

2 Mr. Edward S. Spencer
The Bendix Corporation
Shakers Heights, Ohio 87931

4 Dear Ms. Viscariello

1 6486 Fieldstone Lane
Kissimmee, FL 32319
November 15, 1989

Pages 276-277

1.	E	11.	F
2.	A	12.	P
3.	H	13.	G
4.	S	14.	B
5.	T	15.	J
6.	L	16.	D
7.	Q	17.	M
8.	R	18.	C
9.	N	19.	I
10.	O	20.	K

Pages 278-279

1.	R	13.	W
2.	H	14.	F
3.	Q	15.	V
4.	P	16.	E
5.	I	17.	U
6.	O	18.	D
7.	J	19.	C
8.	N	20.	T
9.	K	21.	B
10.	M	22.	S
11.	L	23.	A
12.	G		

Page 281
1. Alice May Rawlings
2. 1746 Elm Court, Arlington, Va.
3. no
4. blue
5. none
6. no
7. salesperson

Page 283

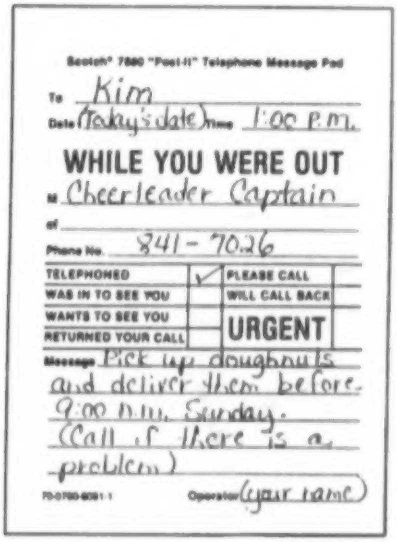
1.	3	7.	15
2.	11	8.	6
3.	14	9.	11
4.	4	10.	6
5.	5	11.	16
6.	8, 9, or 10	12.	8

Page 288

Lola Jane Huntsford
graduation (commencement)
Tuesday May 17, 1983 7:30 P.M.
Deer Creek High School Gymnasium

Michael Victor Drey
July 4, 1984
8 lbs. 4 oz.
21 inches
Jack and Sue Drey

Page 289



Scotch® 7660 "Post-it" Telephone Message Pad

To Kim
Date (Today's date) Time 1:00 P.M.

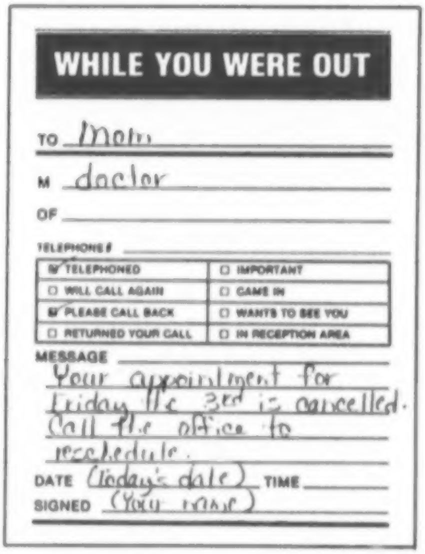
WHILE YOU WERE OUT

M Cheerleader Captain
of
Phone No. 841-7026

TELEPHONED	✓	PLEASE CALL	
WAS IN TO SEE YOU		WILL CALL BACK	
WANTS TO SEE YOU		URGENT	
RETURNED YOUR CALL			

Message Pick up doughnuts and deliver them before 9:00 a.m. Sunday. (Call if there is a problem)

Operator (your name)



WHILE YOU WERE OUT

TO Mom
M doctor
OF
TELEPHONE #

☑ TELEPHONED	☐ IMPORTANT
☐ WILL CALL AGAIN	☐ CAME IN
☑ PLEASE CALL BACK	☐ WANTS TO SEE YOU
☐ RETURNED YOUR CALL	☐ IN RECEPTION AREA

MESSAGE Your appointment for Friday the 3rd is cancelled. Call the office to reschedule.

DATE (today's date) TIME
SIGNED (Your name)

Page 290

To: Mr. and Mrs. Jim Broccick Date: August 13
189 Addison
Peoria, Illinois

Message: Answers will vary

Signed: Helen Broccick

1. Helen Broccick
2. need $500
3. soon -- in a hurry
4. Golden Gate Hotel Rome, Italy
5. ran out of money

Page 305

1. T
2. F
3. T
4. False
5. False
6. False
7. (true)
8. False ra~~d~~io television
9. False ce~~i~~lings floors
10. (true)
11. False pe~~n~~cils pens

Page 306

A.
1. c
2. b
3. b
4. c

B.
1. air
2. 12
3. 2000
4. February

Pages 307-308

1.0
1. Why Y
2. Who ☺
3. When 🕒
4. What □
5. How ?
6. Where →

2.0
1. 🕒 🕒
2. ☺
3. →

3.0 There should be an → arcade for ☺ kids 16 years old and under, and one for kids 17 and over. Our city has one for younger kids. It opens at 🕒 3:00 p.m. (after school) and closes at 🕒 9:30 p.m. (at curfew).

4.0
1. 3:00 p.m. (after school); 9:30 p.m. (at curfew)
2. 16 years old and under
3. arcade

Page 309

I.
1. person
2. time; day
3. place; location

II.
4. ☺
5. □
6. →
7. 🕒
8. Y
9. ?

III.
10. c
11. b
12. b
13. c
14. d
15. c

Pages 310-311

1. → Western Europe
2. ☺ explorers; Y to search for an all water route to the Far East
3. □ trading posts; → along the coasts of Africa
4. Y protected the trade routes from attack by other nations
5. ☺ stronger countries
6. ☺ Spain
7. 🕒 during the 1500's
8. ☺ Hernando Cortez

Page 312

1. Y to get air into its lungs
2. 🕒 every 10 days
3. → on the beach; 🕒 at night
4. □ sand
5. ☺ turtle
6. ? with her flippers
7. □ it makes a funny sound
8. ? five

Page 313

1. no
2. no

1. true
2. doesn't say

Page 314

3

Pages 315-317

1. D
2. B
3. B
4. A
5. C
6. B

Page 318

D

Page 319

1. c
2. b
3. d
4. d
5. c

Page 320

1. b
2. c
3. d
4. b
5. d

Pages 321-322

1. c
2. d
3. b

Pages 323-324

1. angry, mad, irritated, upset
   slammed pots, mother doesn't speak to you
2. tired, exhausted, worn out
   asleep, isn't hearing the noise of the T.V. or of your brother
3. pleased, excited, happy
   jumping up and down, looks excited and happy
4. mad, angry, upset
   slammed car door, grunts, tells you to forget it
5. cheating
   unusually early, small piece of paper, paper in the cuff of his sleeve
6. confident, good, right
   no hesitation, smile, perfect dive

Pages 325-326

1. F
2. O
3. O
4. F
5. O
6. O
7. F
8. O
9. F
10. O
11. F
12. F
13. O
14. O
15. F
16. O
17. F
18. O
19. O
20. F
21. F
22. F
23. O
24. F
25. F

Pages 327-328

1. A
2. G
3. B
4. G

Page 332

1. 4 firmly, steadfastly
2. 4 to get from ancestors
3. 5 overpowering, outpouring
4. 1 very clear
5. 3 short trips
6. 4 distant, away from
7. 5 sneering, sarcastic
8. 5 developed gradually
9. 5 become run-down
10. 4 mental pain
11. 4 horrified
12. 4 swallowed up